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ABSTRACT

This curriculum guide was developed to help teach keyboarding skills for computer use at all educational levels, especially in Nebraska. Following a position paper that explores the rationale for teaching keyboarding, the curriculum guide is organized in eight units that cover the following topics: equipment; technique; keyboarding; formatting; composition; skill building; proofreading/editing; and the job application process. Each unit (or subunit as needed) contains a unit identification, recommendation, accountability (i.e., objective), unit evaluation, unit learning materials, unit resources, teacher strategies keyed to student activities, and information sheets. Materials are illustrated with line drawings. (KC)

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KEYBOARDING CURRICULUM GUIDE

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TITLE OF PROJECT: Keyboarding Curriculum Guide

PROJECT NO: IIB2-2-88

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The information presented in this keyboarding guide was developed by business teachers and teacher educators in Nebraska. Any major task requires considerable expenditure of time, effort, and team work. For all this effort, the following individuals are recognized for their contributions.

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INTRODUCTION

Computers have changed the world of work and world of education. One can find computers in department stores, travel agencies, grocery stores, automotive repair shops and many other areas of a person's world. The one thing all these computers have in common is the keyboard. Keyboarding is the most popular form of data input and will continue to be the best input device for many years to come.

The increased use of computers in the home, the school, and the workplace has necessitated a need to teach keyboarding to all people. Computer users with keyboarding skills are more efficient computer operators because they do not waste valuable time searching for the appropriate keys.

The purpose of this project was to develop a keyboarding curriculum guide to assist educators in teaching keyboarding to students at various grades levels.

Keyboarding courses are being taught successfully at all educational levels--elementary through adult. The age and ability of the student and the length and purpose of the course will determine which of these units will be included in the keyboarding course.

To supplement this keyboarding curriculum guide, we recommend the following two guides:

Computers In Business Education Curriculum Guide published by the Nebraska Department of Education in 1986. The units on Keyboarding, Computer Literacy, and Word Processing would be helpful in a keyboarding course taught on computers.

Database of Competencies for Business Curriculum Development, K-14 published by the National Business Education Association, 1987. This guide is a source of competencies for a variety of business courses including Elementary, Beginning, and Advanced Keyboarding.

This guide is only a starting point for keyboarding courses. We hope you will add your own materials to these units. The materials in this guide may be changed and adapted to meet the needs of each keyboarding course and the needs of each school.

KEYBOARDING POSITION PAPER

What is Keyboarding?

Keyboarding is a skill using the touch method on a typewriter-like keyboard to enter information into various types of equipment. Keyboarding includes developing the ability to format various types of documents.

Who Needs Keyboarding Skills?

Keyboarding is for everyone. The use of keyboard terminals at all levels of activity--home, school, work, and recreation--clearly indicates that keyboarding is becoming a necessity.

The increasing impact of computers as an instructional tool emphasizes the need for all students to learn to operate an electronic keyboard by touch. Without keyboarding skills, students waste valuable learning time searching for the right keys.

With the rapid expansion of computers, it is imperative that educational institutions provide all students the opportunity to learn a keyboarding skill. This skill will allow them to interface efficiently with microcomputers in educational, personal, and employment settings.

When Should Keyboarding Instruction Begin?

Since many of the educational software packages used in elementary grades require inputting only one- and two-character responses, this level of input does not require a fully developed touch method. The students should be taught home row, proper use of return/enter key and space bar, and correct posture. Students should develop alphabetic keyboarding skills just prior to the time they will apply the skill. This is determined by each school district's curriculum.

Who Should Teach Keyboarding?

Preferably business teachers should provide the instruction of keyboarding. They are the only group with the background preparation for teaching keyboarding. Business teachers should provide the instruction, team teach, or train other teachers to aid in the skill development of the touch method by all students as determined by the curriculum.

UNIT IDENTIFICATION: Identify and Operate Machine Parts

Recommendation: It is recommended that computers be utilized as much as possible as equipment is available.

Accountability: Upon completion of unit, student will be able to identify and operate keyboard machine parts that are commonly found on computer/ typewriter keyboards.

Unit Evaluation: Teacher observation and evaluation of student performance. Quizzes and tests.

UNIT LEARNING MATERIALS

Hardware:
Typewriter Keyboard
Computer Keyboard
10-key pad

Software:
Keyboard Applications
Word Processing Applications
10-key Pad Application

Supplementary Materials:
List of machine parts
Pictures of typewriters and computer systems

UNIT RESOURCES

Wall Charts
Handouts
Textbooks
Computer Programs

Books:

1. Bartholome, Lloyd W., and Ilone Long, I CAN KEYBOARD, Glencoe Publishing Co., 1985.
2. Crawford, Erickson, Beaumont, Robinson, Ownby, COMPUTER KEYBOARDING, South-Western Publishing Co., 1985.
3. Chiri, Kutsho, Seraydarian, Stoddard, HOUGHTON MIFFLIN KEYBOARDING, Houghtin Mifflin, 1987.
4. Chiri, Kutsko, Stoddard, HOUGHTON MIFFLIN TYPEWRITING, Houghton Mifflin Typewriting, 1987.
5. Lloyd, Winger, Johnson, Morrison, GREGG TYPING, SERIES EIGHT KEYBOARDING, Gregg/ McGraw Hill Publishing Co., 1987.
6. Lloyd, Winger, Johnson, Morrison, Hall, GREGG KEYBOARDING AND PERSONAL APPLICATIONS, Gregg/McGraw Hill Publishing Co., 1987

7. Crawford, Erickson, Beaumont, Robinson, Ownby, CENTURY 21 KEYBOARDING, FORMATTING AND DOCUMENT PROCESSING, 4th Edition, SouthWestern, 1987.
8. Stoecker, John, TOUCH TYPING, 4105 Oak Street, Eugene, Oregon, 1987.

Software:

1. Individual Software Inc., TYPING INSTRUCTOR.
2. Haugo, Hausman, Jackson, ALPHABETIC KEYBOARDING, Southwestern Publishing, Co., 1988.
3. MECC Keyboarding Primer, and Keyboarding Master, Minnesota Computing Consortium, 1987.

UNIT IDENTIFICATION

Identify and Operate Machine Parts

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory:	
1. Introduce and define purpose of those machine parts required to insert paper or access computer program.	Have student locate and identify machine parts by oral direction.
2. Introduce home row position and keystroking of basic function keys such as space bar, return, key, tabulator set/clear.	Have student demonstrate inserting paper using machine parts or boot program to access program. Have students locate home row and basic function keys.
Developmental:	
1. Teach the parts of the equipment necessary for proper usage (paper release, platen, cylinder knobs, paper guide, printer, disk drives, --depending on equipment used).	Complete performance of locating and identifying machine parts.
2. Teach margins, tab set/clear, code keys and line space selection.	Have student operate tab keys or functions.
3. Teach printer usage (paper advance, line feed, form feed, select, tractor feed, print quality.	Have student operate printer function keys.
4. Teach the function keys of available computer equipment for example directional arrows, brackets, escape, special function keys, control, and reset.	Have student locate function keys.
Culminating:	
1. Have student recall the machine parts, home row and basic function keys on a written test by name, location and function.	

UNIT IDENTIFICATION:	Use and Care of Hardware and Software
Recommendation:	It is recommended that computers be utilized as much as possible as equipment is available.
Accountability:	Student will be able to properly handle software and hardware related to equipment being used.
Unit Evaluation:	Teacher observation Quizzes Worksheet

UNIT LEARNING MATERIALS

Hardware:
- Computer
- Typewriters
- Printers
- Disks

Software:
- Computer Assisted Instruction
  - Programs

Supplementary Materials:
- Attachments
  - Use and Care Guide

UNIT RESOURCES

Equipment manuals
- Wall charts

CARE AND MAINTENANCE OF THE MICROCOMPUTER SYSTEM

HARDWARE AND SOFTWARE

1. Handle the diskette by the paper label only.
2. Do not clean diskettes.
3. Do not lay the diskette on the monitor, near magnets or magnetized materials. This could destroy the information on the diskette.
4. Always store diskettes in the proper protective cover.
5. Store vertically.
6. Do not bend or fold the diskette.
7. Do not expose microcomputer or diskette to extreme temperatures above 122 degrees F, below 50 degrees F, or in direct sunlight.
8. Use only a felt tip pen to label diskettes. Pressure on the diskette may destroy it.
9. Do not have liquids or food near the hardware or software.
10. Keep work area clean and dust free.
11. Clean disk drive heads periodically using a disk drive cleaning kit.
12. Use care when moving the hardware.
13. Do not operate the microcomputer during electrical storms or when there is a variance in the voltage.

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UNIT IDENTIFICATION

Use and Care of Hardware and Software

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory:	
1. Develop bulletin board showing proper care and handling of software and hardware.	Students participate in class discussions. Review procedure for inserting, booting, removal and storage of disks.
2. Have students brainstorm to obtain a list of "do's" and "don'ts" for handling software.	
Developmental:	
1. Prepare a lecture on hardware and software care and handling.	Demonstrate ability to use and properly care for hardware and software.
2. Discuss and demonstrate care and maintenance.	
3. Discuss and demonstrate use of write-protect tabs for floppy and micro disks.	
*4. Demonstrate procedure for changing ribbons, lift-off tape, ribbons, and paper in printers.	
Culminating:	
1. Teacher demonstration of changing ribbons and lift off tapes.	*Demonstrate ability to change ribbons and lift-off tapes.
2. Teacher demonstration of printer adjustments for use of single or continuous-feed paper with friction or tractor feed and mailing labels.	*Demonstrate ability to make appropriate printer adjustments for use of mailing labels, single or continuous paper feed with friction or tractor feed.

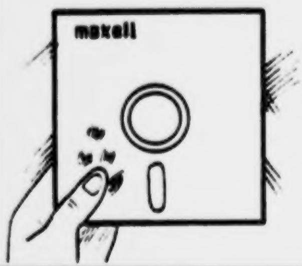
*optional as appropriate for advanced classes using keyboarding skills

maxell.

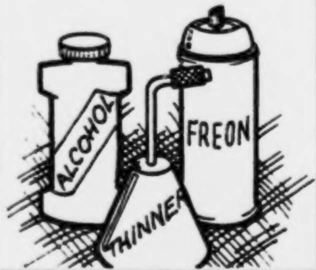
Floppy Disk Handling and Storage

Handling precautions to protect against possible failure

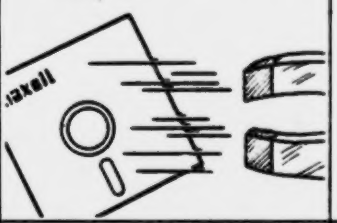
1. **Do not** touch disk **surface**. It is **easily** contaminated, which causes **errors**.



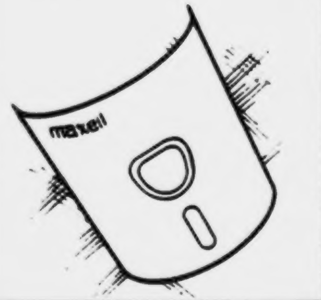
2. **Do not** use **alcohol**, **thinners** or **freon** to clean disk.



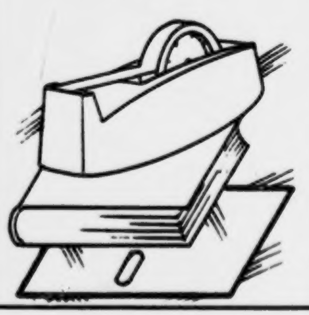
3. **Do not** use **magnets** or **magnetized objects** near the disk. Data can be **lost** from a disk exposed to a **magnetic field**.



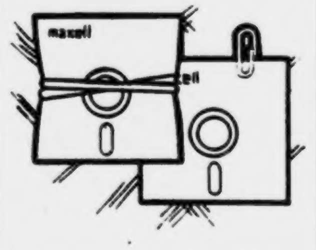
4. **Do not bend** or **fold** the disk.



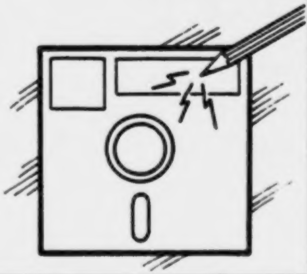
5. Do **not** place **heavy objects** on the disk.



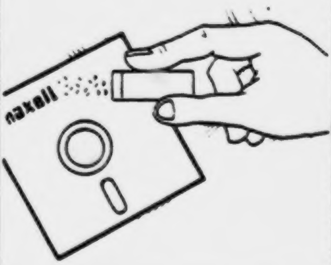
6. Do **not** use **rubber bands** or **paper clips** on the disk.



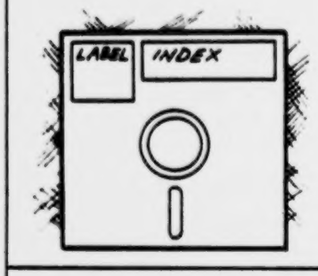
7. Do **not** write on disk label with **pencil** or **ball-point** pen. Use **felt-tip pen only**.



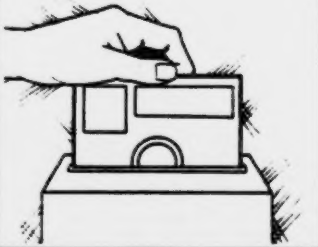
8. Do **not** use **erasers** on disk.



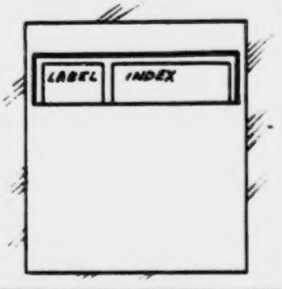
9. Apply index label to the **right** of Maxell label. Do **not** use **labels** in **layers**.



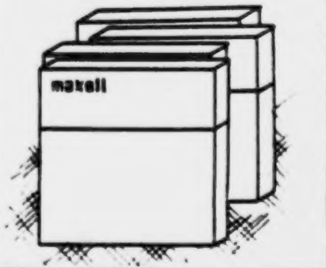
10. Insert **carefully**, by grasping **upper edge** and placing it into the drive.



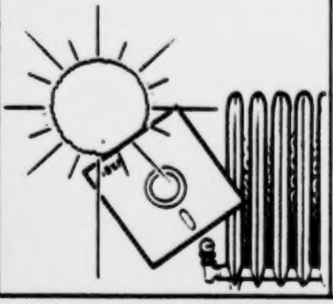
11. Keep disk in its **protective envelope** when not in use.



12. Disks **not** being used should be **stored vertically** in their box.



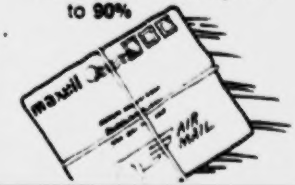
13. **Do not expose** the disk to **excessive heat** or **sunlight**.



14. Operating environment:
    - **A.** Temperature: **10° C to 50° C (50° F to 122° F)**
    - **B. Wet Bulb** Temperature: **Less than 29° C**
    - **C. Relative** Humidity: **20% to 80%**

15. Storage environment:
    - **A.** Temperature: **4° C to 53° C (40° F to 127° F)**
    - **B.** Relative Humidity: **8% to 80%**

16. While in transit the disk should be in its **envelope** in a **protective box** within the following ranges:
    - **A.** Temperature: **-40° C to 53° C (-40° F to 127° F)**
    - **B.** Relative Humidity: **8% to 90%**



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UNIT EVALUATION: Proper Technique

Recommendation: It is strongly recommended that students be continually encouraged to demonstrate proper technique while operating the keyboard.

Accountability: Upon completion of the unit students will demonstrate at the typewriter/computer keyboard the use of proper technique.

Unit Evaluation: Teacher observation
Technique check sheets

UNIT LEARNING MATERIALS

Hardware:
- Adjustable posture chairs
- Keyboarding stations
- Computer systems/typewriters

Software:
- Computer Assisted Instruction Programs
- Applications
- Systems

Supplementary Materials:
- Copy holders
- Attachments:
  - Technique check sheet (Gail Modlin)
  - Technique check sheet (South Western)
  - Alph. Inv. of Typ. Tech. (Jack E. Johnson) (Analysis of Correct Pos. and errors")
    Available through McGraw Hill

UNIT RESOURCES

See teacher guide of textbook being used.

UNIT IDENTIFICATION

Proper Technique

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory:	
1. Show film illustrating proper technique while keyboarding.	Student participates in discussion of film.
	Student models proper technique.
2. Teacher demonstrates proper and improper technique.	Student practice proper technique.
3. Discuss proper technique and its affect on skill development.	
Developmental:	
1. Videotape students to allow them to see how they look as they key.	Self-evaluation by student.
2. Teacher will conference with student on video evaluation.	
3. Distribute technique evaluation sheets to students and discuss grading for technique.	
4. Teacher provides continuous reinforcement of using proper technique.	
Culminating:	
1. Teacher evaluates students at least twice a week during initial stages of keyboard learning.	
2. Assign grade based on technique evaluation.	

Recommendations

TECHNIQUE EVALUATION

First Quarter: At least every other class period

Second Quarter: At least every third class period

After That: At least once a week

Note: Keep in mind that the students will place the same amount of emphasis on techniques that YOU place on techniques. When you evaluate every other day during first quarter, they learn very fast that techniques are important.

TRY THIS CHECKLIST FOR YOUR REGULAR EVALUATIONS:

	ACCEPTABLE	NOT ACCEPTABLE
POSITION AT MACHINE		
EYES ON COPY		
KEYSTROKING		
WORK STATION		

Developed by Gail Modlin, Group Ediotr in Chief, Office Skills, Gregg Division, McGraw-Hill Book Company, New York.

UNIT IDENTIFICATION: Touch Keyboarding

Sub-units: Alpha Keyboard
Numeric
Punctuation Marks and Symbols

Accountability: Upon completion of the unit, the student should be able to:

1. Key alphabetic material and select punctuation marks using the touch method.
2. Key numbers on both the keyboard and the numeric keypad using the touch method.
3. Key select punctuaction marks/symbols using the touch method (:, ?, !, ', ", -, _, (,),).

Recommendations:

1. Pace for learning should be appropriate for grade level. Elementary/middle school--two keys per class session; high school--two/three keys per session.
2. Limit instruction to 30 minutes or less per class session at the elementary level.
3. Order of presentation of alpha, numeric, and function keys will vary, depending on material and machines available. Methods of presentation may include:
   - A. Textbook approach
   - B. Chalkboard approach
4. Materials for Learning (Attachment A).

Unit Evaluation: Technique evaluation
Student copy
Drill and practice

UNIT LEARNING MATERIALS

Hardware:
Typewriter Keyboard
Computer Keyboard/Printer
10-key pad

UNIT RESOURCES

Wall charts of keyboard
Handouts
Textbook

Elementary Books:
1. Bartholome, Lloyd W., and Ilone Long, I CAN KEYBOARD, Glencoe Publishing Co., 1985.

2. Casady, Dr. Cleo P., THE CHALKBOARD APPROACH TO TEACHING TYPEWRITING, Bureau of Audio-Visual Instruction, Iowa City, Iowa, 1962.

3. Heller, Jack, TYPING FOR THE PHYSICALLY HANDICAPPED: METHODS AND KEYBOARD PRESENTATION CHARTS, Gregg/McGraw-Hill Publishing Co., 1978.

4. KEY IN ON KEYBOARDING, Carson-Dellosa Publishing Co., 1984.

Elementary Software:

1. COMPUTER KEYBOARDING: AN ELEMENTARY COURSE, South-Western Publishing Co., 1985.

2. MECC KEYBOARDING PRIMER, Grade 4-9.

3. MECC KEYBOARDING MASTER, Grade 5-9.

4. MICROTYPE, THE WONDERFUL WORLD OF PAWS, South-Western Publishing Co., 1985.

Junior High/Senior High Books:

1. Casady, Dr. Cleo P., THE CHALKBOARD APPROACH TO TEACHING TYPEWRITING, Bureau of Audio-Visual Instruction, Iowa City, Iowa, 1962.

2. Chiri, Kutsko, Seraydarian, Stoddard, HOUGHTIN MIFFLIN KEYBOARDING, Houghtin Mifflin, 1987.

3. Chiri, Kutsko, Stoddard, HOUGHTON MIFFLIN TYPEWRITING, Houghton Mifflin Typewriting, 1987.

4. Crawford, Erickson, Beaumont, Robinson, Ownby, COMPUTER KEYBOARDING, South-Western Publishing Co., 1985.

5. Crawford, Erickson, Beaumont, Robinson, Ownby, CENTURY 21 KEYBOARDING, FORMATTING AND DOCUMENT PROCESSING, 4th ed. Southwestern Publishing Co., 1987.

6. Heller, Jack, TYPING FOR THE PHYSICALLY HANDICAPPED: METHODS AND KEYBOARD PRESENTATION CHARTS, Gregg/McGraw-Hill Publishing Co., 1978.

7. Lloyd, Winger, Johnson, Morrison, GREGG TYPING, SERIES EIGHT KEYBOARDING, Gregg/McGraw-Hill Publishing Co., 1987.

8. PERSONAL TYPEWRITING FOR JUNIOR HIGH SCHOOLS, South-Western Publishing Co., 1971.

9. Peters, Cortez W. Jr., THE CORTEZ PETERS CHAMPIONSHIP TYPING DRILLS, Gregg/McGraw-Hill Publishing Co.

Junior High/Senior High Software

1. Haugo, Hausmann, Jackson, ALPHABETIC KEYBOARDING, South-Western Publishing Co., 1988.

2. Haugo, Hausmann, Jackson, NUMERIC KEYPAD OPERATION, South-Western Publishing Co., 1988.

3. KEYSTROKES: KEYBOARDING FOR INFORMATION ENTRY, Houghton Mifflin Co., 1984.

4. Warner, S. E., MICRO-TYPEWRITER, 1987.

UNIT IDENTIFICATION	SUB-UNIT
Touch Keyboarding	Alpha Keyboard

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory	
1. Define touch keyboarding.	
2. List advantages of touch keyboarding vs. "hunt & peck."	Have students participate in discussion.
3. Demonstrate efficiency of using touch method vs. "hunt & peck."	
4. Foundation of Touch Typing A. Use all eight fingers and one of the thumbs. B. Correct pairing of fingers to keys. C. Proper body/hand/finger position for efficient keyboard operation. D. Proper direction of the fingers and home key positions to the target keys. E. Proper movement of the fingers to the keys and back to the home key position.	
Developmental	
1. Introduce home keys.	Have students place fingers on proper keys.
2. Demonstrate proper stroking technique A. Curved fingers B. Quick, sharp strokes	Have students practice reach.
3. Demonstrate proper technique for carriage/carrier return or computer enter/return. A. Electric/electronic machine B. Manual machine C. Computer	Have students practice reach.
4. Demonstrate proper technique for spacing (quick down-in motion of the thumb).	Have students practice drills using return and space bar.

5. Practice home key.	Have students practice drills using home row keys.
6. Introduce new keys (including tab, shift, and shift/caps lock). Use model approach. A. Locate new keys on chart and keyboard. B. Place fingers on home row. C. Know what finger strikes each key. D. Watch your finger as you make the reach and then focus eyes on copy. E. Type short drills including the new key.	Have students participate in activities.

Culminating

1. Check for knowledge of keyboard through the use of: A. Drills B. Keyboarding alphabet C. Timed writings	Have students complete assigned activities.

UNIT IDENTIFICATION	SUB-UNIT
Touch Keyboarding	Numeric Keys

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory	
1. Importance of numbers in personal life and society (phone numbers, addresses, etc.).	Have students participate in discussion.
2. Identify two methods for keying numbers. A. Keyboard B. Keypad	
Developmental	
Keyboard	
1. Review home row.	Have student place fingers on proper keys.
2. Introduce new keys A. Locate new keys on chart and keyboard. B. Place fingers on home row. C. Know what finger strikes each key. D. Watch your finger as you make the reach and then focus eyes on copy. E. Type short drills including the new key.	Have students practice reaches.
Keypad	
1. Introduce keypad. A. Number keys B. Computation/Function keys	
2. Identify home row keys.	
3. Introduce new keys.	
Culminating	
1. Check for knowledge of keyboard/ keypad through the use of --Drills --Speed/accuracy problem tests on keypad	Have students complete assigned activities.

UNIT IDENTIFICATION	SUB-UNIT
Touch Keyboarding	Punctuation Marks/Symbols

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory	
1. Discuss the usage of punctuation marks and symbols.	Have students provide examples.
Developmental	
1. Introduce new keys.	
2. Discuss how each mark/symbol is used Ex. #8 = number 8 8# = 8 pounds	Have students keyboard short examples of appropriate mark/symbol being introduced.
3. Define rules for appropriate spacing. (Attachment B & C)	
4. Practice new key. A. Locate new keys on chart and keyboard. B. Place fingers on home row. C. Know what finger strikes each key. D. Watch your finger as you make the reach and then focus eyes on copy. E. Type short drills including the new key.	Have students participate in activities.
5. Review punctuation spaces/ symbol usage.	Have students complete worksheet.
Culiminating	
1. Check for knowledge of punctuation spaces and symbol usage through the use of --Drills --Quiz	Have students complete assigned activities.

Attachment A

MATERIALS FOR LEARNING

1. Materials should be written at an appropriate reading grade level (about fourth grade).
2. Materials should be divided into lessons or activities of appropriate length (about 20 minutes per practice session).
3. Techniques should be illustrated graphically (drawings or photographs as well as words) and emphasized frequently.
4. Each new-key learning activity should be accompanied by a keyboard drawing calling attention to the new key's location and by a reach-technique illustration showing the correct finger moving in the right direction to the target key.
5. Copy to be keyed or typed should progress quickly from isolated letter practice to letter combinations, words, phrases, and sentences.
6. Copy that is to be keyed should be marked in ways that make frequent feedback (by the diskette or the teacher) easy to provide.
7. Order of new-key presentation should be based on sound criteria, including ease of operation and frequency of use in combination with other keys.
8. Pace of new learning should be appropriate for the grade level (two keys per lesson have been shown to be about right).
9. Frequent review/reinforcement lessons (no new learning) should be provided.
10. Goals of practice should be identified clearly, and the structure of copy should increase students' chances of reaching those goals.
11. Directions for practice should be clearly differentiated from actual practice copy by type size and/or placement.
12. Emphasis should be first on technique, next on speed, and finally, on accuracy of copy.
13. Provision should be made for frequent but not incessant measurement of skill.
14. Materials for reading/practice should be displayed at an appropriate line-of-vision angle (about 90 degrees).
15. Skill-building lessons should precede and follow the presentation of figure keys to help maintain techniques and speed of keystroking on alphabetic copy.

Source: Robinson, Jerry "Elementary Keyboarding: Some Factors to Consider," Data Base South-Western Publishing Co., Cincinnati, Ohio

Attachment B

PUNCTUATION SPACING RULES

1. Space 1 time after a semicolon.

2. Space 2 times after a period at the end of a sentence.
   Space 1 time after a period used after an abbreviation.
   Space 0 times after a period used within an abbreviation.

3. Space 1 time after a comma.

4. Space 2 times after a question mark at the end of a sentence.
   Space 2 time after a question mark within a sentence.

5. Space 2 times after a colon used to introduce a list, an example, or a quotation.

6. Do not space before or after a diagonal (/), hyphen (-), or dash (--).

7. When using quotation marks . . .
   --periods and commas always go inside the final quotation mark.
   --colons and semicolons always go outside the final quotation mark.
   --question marks and exclamation points go inside the final quotation mark if the material within quotes is a question or exclamatory phrase.
   --question marks and exclamation points go outside the final quotation mark if the material within quotes is not a question or exclamatory phrase.

Developed by Barb Huls
Grand Island Northwest High School

Attachment C

SYMBOLS

@	at	#	number (before a figure)
&	and	#	pounds (after a figure)
%	percent	'	feet
$	dollar(s)	"	inches, ditto
	cent(s) (computer)	*	notation, multiplication
=	equals	x	by, multiplication (typewriter)
+	plus, addition	-	minus, subtraction

SPACING RULES:

Leave 1 space before and after the following symbols:

@ =
& (with words or numbers) x
+ (in an equation) - (in an equation)

Do not leave any space between a figure and the following symbols:

% #
'
" & (with initials)

Do not leave any space after these symbols when they are followed by a figure:

$ #
+ (representing a positive number) - (representing a negative number)

Developed by Marla J. Marx
Shickley Public School

UNIT IDENTIFICATION: Basic Keyboarding Concepts and Terms

Topics: Paper Size, Lines Per Inch (LPI), Characters Per Inch (CPI), Line Spacing, Margin Settings, Horizontal and Vertical Centering, and Tabulation.

Accountability: Upon completion of the unit, students should be able to:

1. Set margins
2. Determine line spacing
3. Center horizontally and vertically
4. Apply tab/indent functions

Unit Evaluation: Application exercises and quizzes to measure level of competencies of concepts and terms.

Recommendations: Pace for learning and exercises should be appropriate for grade level and time allotted.

Within applications, instructions should be explicit. Instructions should gradually decrease as students master components of the document formatted.

UNIT LEARNING MATERIALS	UNIT RESOURCES
Keyboarding Devices, Textbooks, Bulletin Boards, Software, Wall Charts, Overhead and Transparencies, Handouts, Exercises	Keyboarding Textbooks and Software

UNIT IDENTIFICATION

Basic Keyboarding Concepts and Terms

TEACHER STRATEGIES	STUDENT ACTIVITES
Order of presentation and concepts may vary in resources used.	
Introductory	
1. Prepare bulletin board with terms, pictures, posters, sample paper sizes, and documents with varied spacing and margin settings.	Collect documents containing centered materials--announcements and letters.
2. Have available for demonstration different sizes of paper such as half sheet, executive, etc.	
3. Provide rulers for manual measurement of paper.	
4. Prepare transparencies to introduce activities.	
Developmental	
1. Explain the size of standard paper. A. Dimensions B. Center point	Students may use rulers to measure paper
2. Explain the difference between pitches. Pitch refers to characters per inch (CPI) of type. A. Typewriters 1. Pica (10) 2. Elite (12)	Compute the number of characters on standard paper for each pitch.
B. Computer printers	Change pitch on printer
3. Explain lines per inch (LPI).	Compute lines available on standard paper.
4. Explain purpose of margin setting and how format of documents requires margin changes.	
5. Introduce basic margin settings. A. Top, bottom, and side margins (TM), (BM), (LM and RM). B. 50-, 60-, 70-space lines C. Standard 6-inch line D. Default margin settings	Compute margin settings and change margins according to instructions given.

6. Introduce line spacing. A. Single, double, triple, quadruple (SS), (DS), (TS), (QS) B. Blank lines C. Default line spacing (Attachment 1 and 1A)	Change line spacing according to instructions given.
7. Introduce horizontal centering. A. Backspace-from-center method B. Mathematical method C. Center commands D. Format for headings and titles (Attachment 2)	Student Participation
8. Introduce vertical centering. A. Exact center B. Reading position (Attachment 3)	
9. Introduce tab/indent key. A. Purpose B. Basic methods C. Default and set tabs D. Moving carrier/cursor E. Longest-, key-line concept F. Formats for tables	Student Participation

Culminating

1. Check for understanding through the use of A. Drills B. Applications C. Quizzes D. Teacher observation	Students exchange and evaluate exercises.

Attachment 1

SET LINE SPACING

When single spacing (SS) is set, text appears on every line. When double spacing (DS) is set, one blank line is left between printed lines. When triple spacing (TS) is set, two blank lines are left between printed lines. When quadruple spacing (QS) is set, three blank lines are left between printed lines as shown in the following illustration.

1	single	double	triple	quadruple
2	single			
3	single	double		
4	single		triple	
5	single	double		quadruple

1	single	double	triple	quadruple
2	single	(blank)	(blank)	(blank)
3	single	double	(blank)	(blank)
4	single	(blank)	triple	(blank)
5	single	double	(blank)	quadruple

Attachment 1A

ATTACHMENT

Paper measures: 8 1/2 x 11
Lines available: __________
Pica spaces: __________
Elite spaces: __________

Paper measures: 5 1/2 x 8 1/2
Lines available: __________
Pica spaces: __________
Elite spaces: __________

Paper measures: 8 1/2 x 5 1/2
Lines available: __________
Pica spaces: __________
Elite spaces: __________

Attachment 2

CENTERING HORIZONTALLY

INFO BOX

Center -- PICA: ________
ELITE: ________
SHORT SIDE UP -- PICA: ________
ELITE: ________
SPECIAL SIZED PAPER: ________ (LM) + ________ (RM) = ________ ÷ 2 = ________

STEP 1: Clear ALL tabs

STEP 2: Count number of spaces in the longest line of each column

Column 1	Column 2	Column 3	Column 4	Column 5
______	______	______	______	______

STEP 3: Determine the spaces between columns

Column 1		Column 2		Column 3		Column 4		Column 5
______	|____|	______	|____|	______	|____|	______	|____|	______

STEP 4: Add all of the columns and spaces between columns in Step 3 ________

STEP 5: Total of Step 4 ÷ 2

________ ÷ ________ = ________

STEP 6: Subtract Step 5 from the center (see Info Box)

________ (Center) - ________ (Step 5) = ________ Left Margin

STEP 7: Set 1st Tab -- Spaces in 1st column plus spaces between

CHECK:

________ + ________ + ________ = ________
(LM) (Col. 1) (between) (1st Tab)

STEP 8: Set 2nd Tab -- 1st Tab plus spaces in 2nd column and spaces between

________ + ________ + ________ = ________
(1st Tab) (Col. 2) (between) (2nd Tab)

STEP 9: Set 3rd Tab -- 2nd Tab plus spaces in 3rd column and spaces between

________ + ________ + ________ = ________
(2nd Tab) (Col. 3) (between) (3rd Tab)

STEP 10: Set 4th Tab -- 3rd Tab plus spaces in 4th column and spaces between

________ + ________ + ________ = ________
(3rd Tab) (Col. 4) (between) (4th Tab)

Right Margin Check:

________ + ________ = ________*
(Last Tab) (Last Col.) (RM)

________ + ________ = ________
(Center) (Step 5) (RM)

*This number will be one more if step 4 was an odd number.

Developed by Marla J. Marx
Shickley Public Schools

Attachment 3

CENTERING VERTICALLY

INFO BOX

Vertical lines: Full sheet of paper ________
Half sheet (long side up) ________
Half sheet (short side up) ________

Spacing: TS = ________ blank lines
DS = ________ blank line(s)
SS = ________ blank line(s)

Headings: After a heading return ________

After a heading followed by a secondary heading return ________

After a secondary heading return ________

STEP 1: Count the number of lines used ________

STEP 2: Subtract Step 1 from lines available (see Info Box)

________ - ________ = ________

STEP 3: Divide Step 2 by 2

________ ÷ ________ = ________

STEP 4: Step 3 + 1 = Top Margin

________ + ________ = ________ Top Margin

* READING POSITION = Step 4 - 2

________ - ________ = ________

Developed by Marla J. Marx
Shickley Public Schools

UNIT IDENTIFICATION: Keyboarding/Formatting

Sub-units:
Agendas
Envelopes/Letters
Forms
Manuscripts
Memos
Minutes
Press Release
Reports
Stories

Accountability: Upon completion of this unit, the learner will be able to key typewritten documents meeting formatting standards.

Unit Evaluation: Unit grade should be based on the learner's ability to:

1. Follow instructions
2. Follow correct format
3. Proofread and correct errors

UNIT LEARNING MATERIALS

Sample agendas

Sample manuscripts

Sample stories

Sample reports

Sample minutes

Sample press releases

Sample envelopes/letters

Sample memos

Sample forms

UNIT RESOURCES

1. Holmes, Marion B.
   Bartholome, Lloyd W.
   BASIC KEYBOARDING APPLICATIONS
   Reports, Minutes, & Schedules.
   South-Western Pub.

2. Lloyd, Alan C.
   Winger, Fred E.
   Johnson, Jack E.
   Hall, Rebecca A.
   Morrison, Phyllis C.
   Rowe, John L.
   GREGG TYPING/SERIES SEVEN
   South-Western Pub.
   1982

3. See additional keyboarding textbooks.

UNIT IDENTIFICATION	SUB-UNIT
Keyboarding/Formatting	Agendas

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory	
1. Display examples of agendas.	
2. Discuss margins, headings, line spacing, and paragraphs.	Take Notes
Developmental	
1. Identify spacing on sample agenda. See Attachment A	
Culminating	
1. Assign agenda.	Type final copy of agenda.

UNIT IDENTIFICATION	SUB-UNIT
Keyboarding/Formatting	Envelopes/Letters

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory	
1. Explain appropriate letter parts.	Arrange letter parts in correct order.
Developmental	
1. Provide examples of letters. See Attachments B and C	Take Notes
2. Discuss letter and punctuation styles and provide examples of each. Identify advantages and disadvantages of each style. See Attachment D	
3. Discuss special mailing and personal notations.	
4. Discuss letter placement as well as correct envelope addressing procedure. See Attachment E	
5. Discuss a two-page letter; show horizontal and block heading on second page. See Attachment F	
Culminating	
1. Assign a rough draft letter with envelope (style to be determined).	Format a rough draft letter (two-page letter optional).
2. Edit learner's rough draft copy.	Type final copy of letter and envelope.
3. Assign additional letter(s) with envelope (special mailing and personal notations optional) from unarranged copy.	Complete assignments given.
4. Proofread the letter.	Correct errors in letter (mailable copy optional).

UNIT IDENTIFICATION	SUB-UNIT
Keyboarding/Formatting	Forms

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory	
1. Display examples of purchase requisitions, purchase orders, and sales invoices.	Take Notes
Developmental	
1. Explain terminology and column placement of forms. Provide examples.	Participate in class discussion and take notes.
2. Demonstrate knowledge of catalog use, making extensions and calculating discounts and totals on forms.	Complete worksheet identifying same.
Culminating	
1. Assign rough draft forms. (Optional: requisitions, purchase orders, and sales invoices).	Type rough draft copy on forms provided.
2. Edit learner's rough draft copy.	Type final copy of selected forms.
3. Proofread forms.	Correct errors in copy.

UNIT IDENTIFICATION	SUB-UNIT
Keyboarding/Formatting	Manuscripts

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory	
1. Display examples of manuscripts	
2. Discuss margins, headings, line spacing, page numbering, paragraphs, side headings, and footnotes/endnotes.	Take Notes
Developmental	
1. Assign a rough draft manuscript.	The learner will format a rough draft manuscript.
Culminating	
1. Edit learner's rough draft copy.	Type final copy of manuscript.

UNIT IDENTIFICATION	SUB-UNIT
Keyboarding/Formatting	Memos

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory	
1. Explain use of interoffice memos. Provide examples.	Take Notes.
Developmental	
1. Discuss format styles of interoffice memorandums.	Class discussion.
Culminating	
1. Assign a rough draft memorandum.	The learner will format an interoffice memorandum.
2. Edit learner's rough draft copy.	Type final copy of a memorandum.
3. Proofread memorandum.	Correct errors in copy.

UNIT IDENTIFICATION	SUB-UNIT
Keyboarding/Formatting	Minutes

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory	
1. Display examples of minutes.	Take notes.
2. Discuss margin settings, line spacing, paragraphs and side headings.	
Developmental	
1. Assign minutes in rough draft form.	Format minutes in rough draft form.
Culminating	
1. Edit rough draft copy of minutes.	Type final copy of minutes.

UNIT IDENTIFICATION	SUB-UNIT
Keyboarding/Formatting	Press Release

TEACHER STRATEGIES	STUDENT ACTIVITY
Introductory	
1. Display examples of press releases. (See Attachment I)	
2. Discuss margins, headings, line spacing, and paragraphs.	Take notes.
Developmental	
1. Identify spacing on sample press release. (See Attachment H)	Complete spacing worksheet.
Culminating	
1. Assign press release.	Type final copy of press release.

UNIT IDENTIFICATION	SUB-UNIT
Keyboarding/Formatting	Reports

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory	
1. Display examples of report styles (unbound, sidebound, and topbound).	
Developmental	
1. Discuss margins, headings line spacing, page numbering, paragraphs, and side headings.	Take Notes.
Culminating	
1. Assign a rough draft report. (Style to be determined.)	The learner will format a rough draft report.
2. Edit learner's rough draft copy.	Type final copy of report.
3. Proofread the report.	Correct errors in the report.

UNIT IDENTIFICATION	SUB-UNIT
Keyboarding/Formatting	Stories

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory	
1. Discuss formatting of stories.	
Developmental	
1. Discuss margin settings, line spacing and paragraph indentions.	
Culminating	
1. Assign composition of a short story.	Key story composed.
2. Edit story.	Key final copy.

Attachment A

1½" pica; 2" elite

FUTURE OFFICE WORKERS OF AMERICA
MARIAN ANDERSON HIGH SCHOOL CHAPTER

DS

Agenda for Meeting, January 14, 19--

DS

Conference Room 101, 3:30 p.m.

TS

	1.	Call to Order	Jan Vernacitti	DS
	2.	Attendance	Ellen Katz	
	3.	Minutes of January Executive Board Meeting	Ellen Katz	
1"	4.	Minutes of December Chapter Meeting	Ellen Katz	1"
	5.	Treasurer's Report	Louis Pronzata	
	6.	Committee Reports		
		a. Nominating	Ernest Beatty	
		b. Fund Raising	Nim C. Wong	
		c. Service Projects	John Quinn	
		d. Scholarship	Sue Morgan	
	7.	New Business	Jan Vernacitti	
	8.	Announcement of Meeting Calendar	Jan Vernacitti	

Source: Holmes and Bartholome. Basic Keyboarding Applications: Reports, Minutes, and Schedules. South-Western Publishing Co., 1984.

Attachment B

ILLUMINATING SYSTEMS INCORPORATED

3748 EAST GRANGER AVE. DES MOINES, IOWA 50317 TELEPHONE 515-871-4200

July 15, 19--

Mr. Robert S. Crawford
4693 Frontier Street
Ottumwa, IA 52501

Dear Mr. Crawford:

Subject: Installation of Floodlights

We have your request to study the feasibility of installing decorative illumination for the exterior of your Executive Office Building. The opportunity to investigate the possibilities of this project should provide some interesting and innovating challenges.

I am enclosing a booklet, EXTERIOR ILLUMINATION, which I should like to have you examine. At the time we report the findings of our study to you, perhaps you can take time to discuss some of the ideas presented in our publication.

You will hear from us soon on the progress we are making on our study.

Yours very truly,

ILLUMINATING SYSTEMS, INC.

James T. Thompson
Chief Engineer

jem

Enclosure

MODIFIED BLOCK STYLE LETTER
with indented paragraphs, mixed punctuation,
subject line, and enclosure notation

BEST COPY AVAILABLE

MA MODERN APPLIANCE

8844 LYNNWOOD PLACE ST. LOUIS, MISSOURI 63136 TELEPHONE: 314-281-3350

Attachment C

May 1, 19--

The Home Appliance Company
5021 E. Poplar Avenue
Rolla, MO 65401

Attention Mr. John F. Lee

Gentlemen

Within a few days, we shall ship you the most attractive household appliance you have seen in many years! This beautifully styled refrigerator-freezer with automatic ice maker is a real dream--and a very pleasant one at that!

Our fall sales promotion will feature the inclusion of this unusual ice maker in all no-frost, upright-model freezers. We are proud of this new appliance. We know you will be pleased to demonstrate it to your quality-conscious customers.

I am enclosing some factory manuals together with some publicity items which I'm sure will prove of genuine interest to you.

Sincerely yours

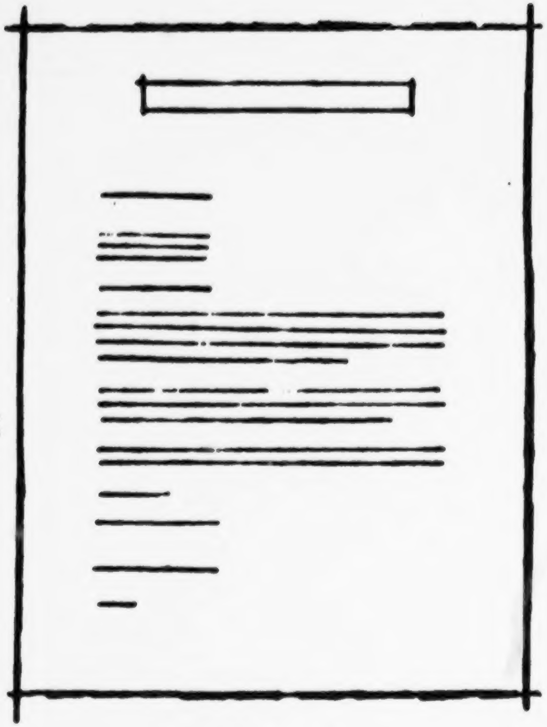
L. Eugene Jones
Sales Manager

jem

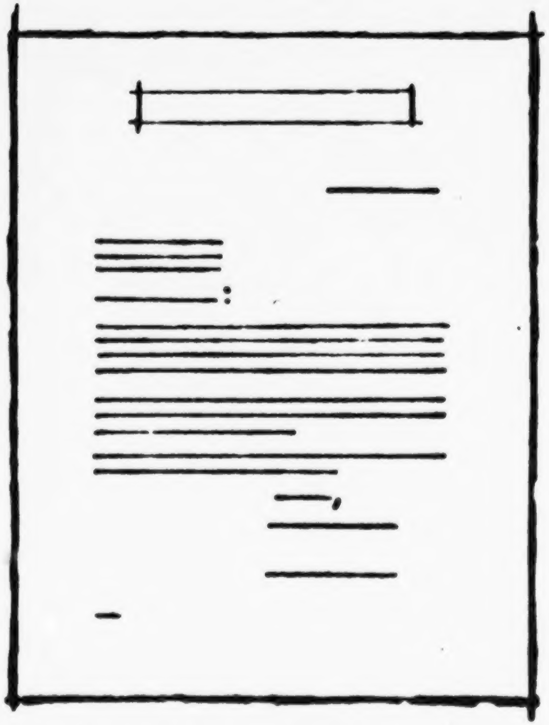
Enclosures

MODIFIED BLOCK STYLE LETTER
with blocked paragraphs, open punctuation, attention line, and enclosure notation

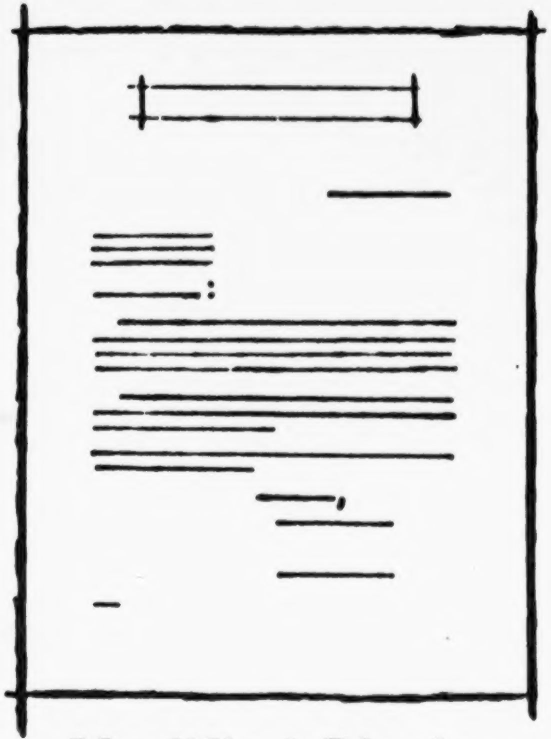
BASIC BUSINESS LETTER STYLES



Block



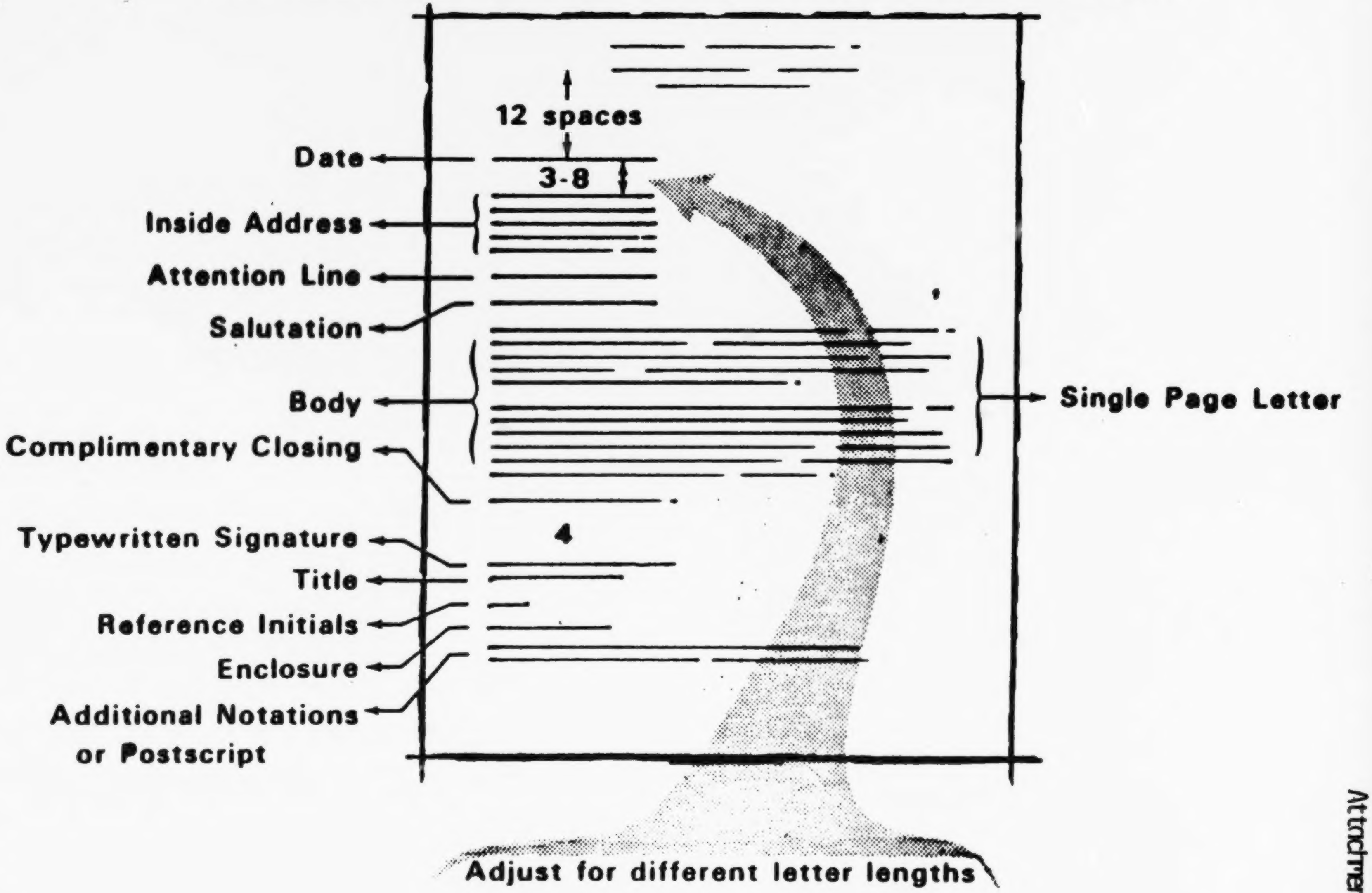
Modified Block
Block paragraphs



Modified Block
Indented paragraphs

Attachment D

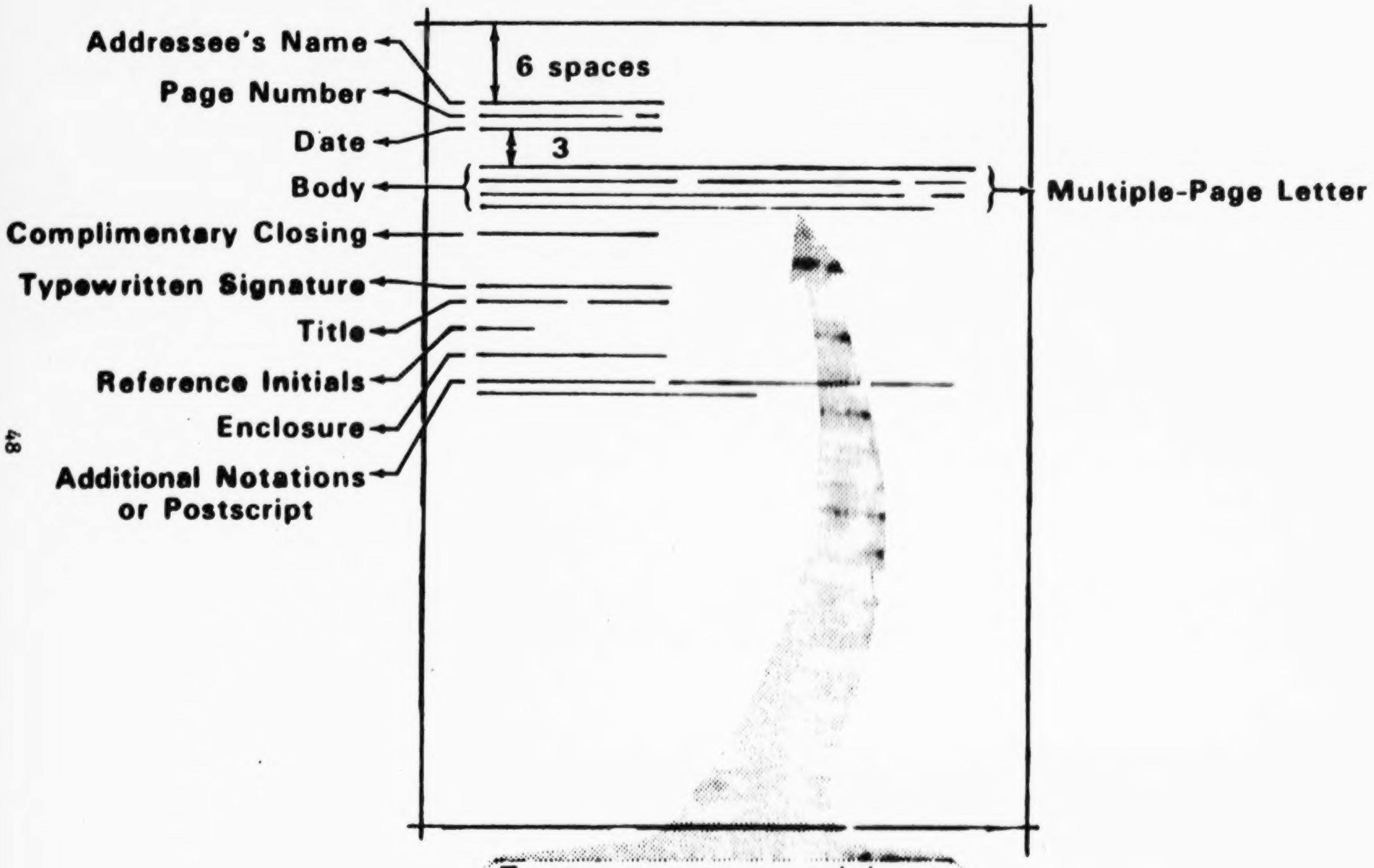
STANDARD SETUP FOR ONE-PAGE LETTER


12 spaces
Date
3-8
Inside Address
Attention Line
Salutation
Body
Complimentary Closing
4
Typewritten Signature
Title
Reference Initials
Enclosure
Additional Notations or Postscript
Single Page Letter

Adjust for different letter lengths by varying number of line spaces between date and inside address.

Attachment E

STANDARD SETUP FOR MULTIPLE-PAGE LETTER


Addressee's Name
Page Number
Date
Body
Complimentary Closing
Typewritten Signature
Title
Reference Initials
Enclosure
Additional Notations or Postscript
6 spaces
3
Multiple-Page Letter

Try to carry over a minimum
of four lines of the body
copy to the final page.

Attachment F

Attachment G

1½" pica; 2" elite

ADAM'S PUBLIC SCHOOL CHAPTER
FUTURE OFFICE WORKERS OF AMERICA

DS

Minutes, February 14, 19--

TS

Call to Order

DS

President Wilma Hankins called to order the monthly meeting of the Adam's School Chapter of the Future Office Workers of America (FOWA) at 11 a.m. in the classroom of the Office Practice Class II, Room 115c.

TS

Attendance and Approval of Minutes

All 47 members were present except Sibyl Quintz and Harold Appleton, who were absent from school.

1" Minutes from the February 5, 19-- Executive Board Meeting and those from the regular membership meeting held on January 12, 19--, were approved and distributed to members. 1"

Report of Nominating Committee

Ernest Beatty requested that the Nominating Committee Report be tabled until the March meeting. The slate has to be revised due to the illnesses of two of the nominees, Charles Hamby and Lara Green. It was a consensus that the request be granted.

Service Projects

Mrs. Eileen Meltzer, chapter advisor, commended Mary Jamison, Hong Yong Pyo, and Laverne Cooper for winning the Highest Volunteer Service Honors Award for January. A lengthy discussion of the possible service projects to be undertaken by the membership in March followed. Harold Garvey suggested that a small scholarship be established in the name of the organization. Discussion will continue next month.

New Business

There being no new business, the meeting was adjourned.

Begin line at center point **2 DS**

____

(Student's name), Secretary

Source: Holmes and Bartholome. Basic Keyboarding Applications: Reports, Minutes, and Schedules. South-Western Publishing Co., 1984.

Attachment H

RELEASE IMMEDIATELY Line 10
TS

Denver, September 18, 19--. During the specially scheduled board of directors meeting on Monday, September 17, President Anita Robinowitz announced the grand-opening celebration of the corporation's fifth retail store in the eastern region. It is located at 394 North Broad Street, Philadelphia. Ribbon-cutting ceremonies, 1" open to the public, will take place at the site on October 15, 19--, 1" at 10 a.m. Free customer parking will be available in the company owned lot.

In addition to the usual line of diversified electronic equipment, toys, devices, and related services for which Computer Place is nationally known, the Philadelphia store will carry two new lines of microcomputers--Quick Speed and Data Now. These new microcomputers offer 32K bytes RAM (expandable to 64K) and provide flexible programming capabilities with BASIC.
TS

Mr. Nicholas Kellner
DS
(Student's initials)

Source: Holmes and Bartholome. Basic Keyboarding Applications: Reports, Minutes, and Schedules. South-Western Publishing Co., 1984.

RELEASE IMMEDIATELY

Atlanta, April 5, 19--. Mr. Len Sung, faculty advisor for the Future Office Workers of America (FOWA) of the Marion Anderson High School Chapter, proudly announced that Audrey Hazelton was elected president of the state chapter of FOWA at the Tenth Annual Georgia State Conference.

Further, during a weekly assembly program, Dr. Ruth L. Cohen, principal of the school, stated that Audrey was only the second student ever to have been elected as the president of the state chapter of FOWA. Dr. Cohen announced that Audrey would be honored at a dinner sponsored by the P.T.A. on April 29.

Audrey is currently a junior at Anderson High. She is an honor student and vice president of the Honor Society. She is enrolled in the secretarial program and is a member of the Red Lions Cheerleader Club and the debating team. She is the daughter of Mr. and Mrs. Milton V. Hazelton.

Juan Guazero

(student's initials)

Source: Holmes and Bartholome. Basic Keyboarding Applications: Reports, Minutes, and Schedules. South-Western Publishing Co., 1984.

UNIT IDENTIFICATION: Composition

Recommendation: Composition at any keyboard is a valuable skill often overlooked by educators. Students need to develop the ability to think and keyboard at the same time.

Composition is an ongoing process that begins with one-word responses and develops into complete documents. The ability to compose at the keyboard is essential for all students regardless of their career or personal goals.

Accountability: Upon completion of this unit, the student should be able to compose a complete document at the keyboard.

Unit Evaluation:
Application exercises
Student journals
Class participation

SUBJECT MATTER OUTLINE:

I. COMPOSING AND COMPLETING WORDS

A. Beginning level
B. Intermediate level
C. Advanced level

II. COMPOSING AND COMPLETING PHRASES

A. Beginning level
B. Intermediate level
C. Advanced level

III. COMPOSING AND COMPLETING SENTENCES

A. Beginning level
B. Intermediate level
C. Advanced level

IV. COMPOSING AND COMPLETING PARAGRAPHS

A. Beginning level
B. Intermediate level
C. Advanced level

UNIT LEARNING MATERIALS

Bulletin Board (Attachments)

Overhead Projector

Textbook

Handouts (Attachments)

Chalkboard (Attachments)

Transparencies (Attachments)

Software
  Examples:
    Bank Street Writer
    AppleWorks
    Applewriter
    Word Star
    Magic Window

UNIT RESOURCES

1. Hyslop, Tyne. TEACHING COMPOSITION AT THE TYPEWRITER. J. Weston Walch, Portland, ME 04104.

2. Gades, Robert E. COMPOSITION AT THE KEYBOARD. Mountain-Plains Business Education Association Service Bulletin. No. 28, 1986.

3. Burdine, Linda Wiedmann. BULLETIN BOARD PROJECTS FOR TYPING CLASSES. J. Weston Walch, Portland, ME 04104.

4. Chiri, Kutsko, Stoddard. HOUGHTON MIFFLIN TYPEWRITING. (pp. 465-478) Houghton Mifflin, Boston, MA 02108.

5. Haggblade, Berle. COMPOSING AT THE TYPEWRITER. South-Western Publishing, Cincinnati, OH 45227.

6. Crawford, Erickson, Beaumont, Robinson, Ownbyb. CENTURY 21 KEYBOARDING, FORMATTING, AND DOCUMENT PROCESSING. South-Western Publishing, Cincinnati, OH 45227

UNIT IDENTIFICATION

Composition

TEACHER STRATEGIES	STUDENT ACTIVITIES
Recommendations	
Composition should begin during the early stages of keyboarding. Students are capable of composing word fragments within the first few days of instruction.	
Composition activities should continue to be used during all keyboarding levels.	
Unit Launching Questions	Class Discussion
Introductory:	
1. It is important to get your thoughts on paper/screen quickly. Type as fast as you can with no concern for typing errors.	
2. If you make an error and wish to eliminate it, just "x" it out and continue or backspace and delete.	Student Participation
3. You should be composing in rough-draft form. Double space your copy and leave wide margins. Then you can make editorial corrections between the lines and in the margins.	Student Participation
4. Your final copy should be typed correctly, reflecting any editorial changes. It should be grammatically correct and without typing errors.	Student Participation

5. Do not be overly concerned about technique while composing at the keyboard. Your fingers should be properly positioned at the keys, but you should also feel both physically and psychologically comfortable while composing. Feel free to look at the page on which you are typing to keep your thoughts on the subject.

Student Participation

Evaluation

Extra credit (advanced level)
In conjunction with other assignments

The following people have contributed materials to be used in the Composition section of this guide.

Elizabeth Edionwe, UNL
Charlotte Nedrow, Waverly
Beverly Newton, Waverly
Kurk Shrader, Elmwood
Fran Chaffee, Lincoln
Linda Janssen, Lincoln
Jean Somerhalder, Lincoln
Dr. Robert E. Gades, Professor
   Texas Tech University

ALPHABET COMPOSITION

TYPE A WORD THAT BEGINS WITH EACH LETTER OF THE ALPHABET.

A B C
D E F
G H I
J K L
M N O
P Q R
S
T
U
V
W
X
Y
Z

Z

REVERSING WORDS

Dictate the words listed below while the students type each of the words backwards.

no
stop
war
not
draw
now
rail
gas
saw
gab

nap
are
tips
pets
peek
tub
star
dew
parts
pal

THINGS THAT GO TOGETHER

Here is a list of words. You are to compose responses of things that go with each word of the first column.

bread	butter
movies	popcorn
cheese	crackers
ice cream	cake
bat	ball
salt	pepper
hot dog	mustard, catsup
peaches	cream
nuts	bolts
stars	stripes, moon
jam	bread

HAPPY
BIRTHDAY
BIG BIRD!

SOUND-ALIKE WORDS

HERE IS A LIST OF WORDS. TYPE THE WORDS THAT SOUND THE SAME AS EACH WORD DICTATED FROM THE FIRST COLUMN.

RIGHT	WRITE
TWO	TO, TOO
SUN	SON
HIM	HYMN
STAKE	STEAK
BEET	BEAT
THERE	THEIR, THEY'RE
TOW	TOE
DEAR	DEER
SALE	SAIL
SO	SEW
SOUL	SOLE
GRATE	GREAT
CENT	SENT
FOR	FOUR
MEET	MEAT
WHETHER	WEATHER
SOME	SUM
PRINCIPAL	PRINCIPLE
PRESENCE	PRESENTS

JOKES
MAKE
SCENTS!

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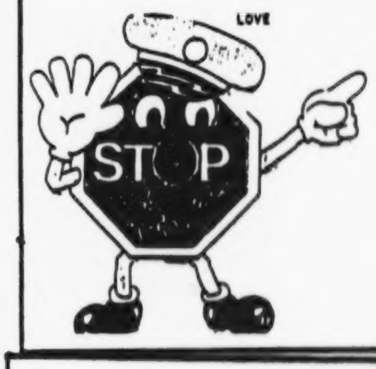
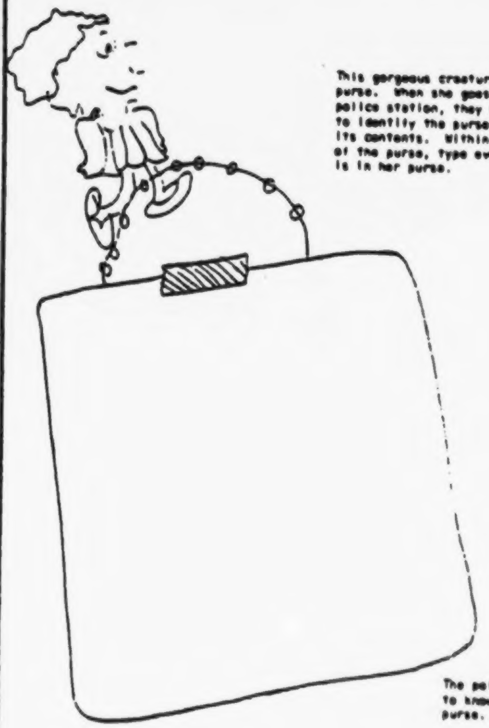
OPPOSITES

COMPOSE THE OPPOSITE OF THE FOLLOWING DICTATED WORDS. TYPE THEM ON A SECOND COLUMN.

STOP	GO
WHITE	BLACK
HARD	SOFT
BIG	SMALL, LITTLE
SWEET	BITTER, SOUR
SHORT	TALL
DOWN	UP
ROUND	SQUARE, FLAT
IN	OUT
OLD	YOUNG, NEW
GOOD	BAD
TOP	BOTTOM
DANGEROUS	SAFE
MESSY	NEAT
LOVE	HATE



Drill 2: Here is a picture of a purse. Please list the items that might be found in it.



This gorgeous creature lost her purse. When she goes to the police station, they will ask her to identify the purse by describing its contents. Within the bounds of the purse, type everything that is in her purse.

The police will want to know how she lost her purse. Please explain!

Drill 1: Happiness Handout (Charlie Brown)

* * * * * * * * * * *
* H A P P I N E S S *
* * * * * * * * * * *

CHARLIE BROWN thinks HAPPINESS is- - - -

--two kinds of ice cream

--knowing a secret

--learning to whistle

--climbing a tree

--sharing a sandwich

--catching a firefly

HAPPINESS is different things to different people.

What does HAPPINESS MEAN TO YOU?

HAPPINESS IS:

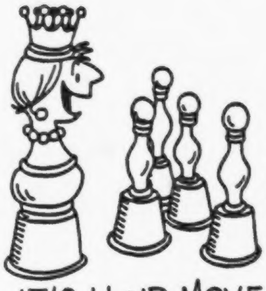
LESSON 8

Without looking at your book, make as many words as you can by adding two or more letters to the following word endings:

__pt
__id
__uld
__ke
__sk
__ps
__use

__eps
__st
__ich
__ul
__ax
__ll
__th

__ck
__ur
__rd
__xt
__ex
__at
__tion



IT'S YOUR MOVE

Answer Key:

kept
paid
could
take
desk
cups
house

keeps
just
which
Paul
hoax
will
with

pick
four
card
next
flex
that
action

LESSON 5

Without looking at your book, make as many words as you can using the following word endings:

_ad
_ll
_sk
_all
_d
_ake
_ell
_old
_ak
_o
_he
_oe
_hoe
_ole
_ose

_oke
_eld
_ale
_ot
_ld
_is
_et
_elt
_ake
_ee
_eff
_ith
_end
_nd
_nk

_one
_we
_aw
_eft
_is
_now
_in
_nd
_id
_hat
_how
_and
_ad
_ew
_ld

LESSON 5 ANSWER SHEET

sad; fad; dad
ill; all
ask
fall
ad
lake
jell; fell
fold; sold
oak
do; so
she
hoe
shoe
hole
hose

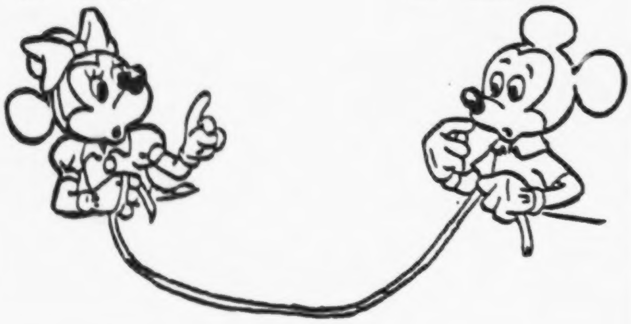
joke
held
sale
dot
old
his
jet
felt
lake
see
Jeff
with
lend
end; and
ink

done
we
law
left
his
know
win
end; and
did
that
show
land; hand
had
new
old (repeated)

COMPOSING PLURALS

Type the correct plural for each singular word below.

1. I
2. She
3. Goose
4. Leaf
5. Deer
6. Child
7. Mouse
8. Class
9. Policy
10. Fox
11. Tomato
12. Fish
13. You
14. Safe
15. Lady
16. Toy
17. Man
18. Calf
19. Woman
20. Match
21. Potato
22. Gentleman



COMPOSING PLURALS ANSWER SHEET

I (we)
She (they)
Goose (geese)
Leaf (leaves)
Deer (deer)
Child (children)
Mouse (mice)
Class (classes)
Policy (policies)
Fox (foxes)
Tomato (tomatoes)

Fish (fish)
You (you)
Safe (safes)
Lady (ladies)
Toy (toys)
Man (men)
Calf (calves)
Woman (women)
Match (matches)
Potato (potatoes)
Gentleman (gentlemen)

TYPE A LIST OF WORDS USING THE LETTERS IN THE FOLLOWING WORD(S):

FOOTBALL

VOLLEYBALL

HOMECOMING

HALLOWEEN

PUMPKIN

BLACK CAT

MARRIAGE

INFORMATION

GENERAL

TYPING

TYPING IS FUN

SEPTEMBER

OCTOBER

KEYBOARDING

COMPUTERS
COMPUTERS ARE FUN

Drill 3: Do the following drills by placing your answers in two columns. You should have a minimum of ten answers for each drill.

Type the cities or towns in Nebraska you are familiar with.

Example: Lincoln Omaha

Type all the states and their capital cities you know.

Example: Nebraska Lincoln

Type the names of all the countries you can think of.

Example: Canada United States

Drill 4: List as many names as you can that could be either boy's or girl's names. Please list 10 names in two columns.
Example: Jamie

Drill 5: Compose for a tabulation drill "Things that go together". Set your left margin at 12 and a tab at 42. At the margin type the word given, then tab to 42, and type only one example of a word that goes with it.
Example: bread butter

(a)
salt
peaches
movies
hot dog
gas
nuts
stars
soup
bat
potatoes
cheese
cream
ice cream

(b) Tabulation drill of "Words that have opposite meanings (antonyms)".
Example: big little

short
round
up
flat
in
white
old
hot

Drill 5: Part (b) continued (antonyms)

good
bitter
hard
hot
dark
day
black
fast
old
loud
ground
hand
happy
hard
listen
narrow
play
pull
quick
rough
shout
straight
summer
frown
freeze
enemy
cry

(c) Tabulation drill of "Words that sound alike but are spelled differently (homonyms)".
Example: steak stake

two
sun
beet
toe
so
blue
read
bye
dear
sale
sole
great
sea
hear
their
principal
sight
reign
stationery
hour
write
meet
fare
heel
dew

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Drill 5: Part (c) continued (homonyms)

seem
cent

(d) Tabulation of rhyming words.

fold
able
rest
last
case
bill
right
back
hear
yet
sort
rate
mind
card
frost

(e) Tabulation drill--Listing singular words with their plural form.
Example: I   we

deer
goose
fish
policy
you
mouse
leaf
calf
safe
potato
story
lady
toy
man
woman
child
class

(f) Tabulation drill--Spelling out contractions.
Example: can't   can not

doesn't
couldn't
didn't
won't
shouldn't
hadn't
we'll
wouldn't
we've

Drill 5: Part (f) continued (spelling out contractions)

I'm
aren't
needn't
we're
don't
I'll

Drill 6: Slogans

Type the name of the product or company each of the following slogans represents. You do not need to number your answers but do type each answer on a separate line and leave blank lines for the slogans you cannot answer.

Examples: Please don't squeeze the . . . Charmin
It leaves glasses virtually spotless . . Cascade

Now it's your turn:

Snap, Crackle, Pop . . . .
The breakfast of champions . . . .
Tastes like that good ole fashioned lemonade . . . . .
Makes lunch munch better . . . .
You loved it as a kid: you trust it as a mother . . . . . .
Good to the last drop . . . .
Let your fingers do the walking . . . .
When you care enough to send the very best, send . . . .
Bet you can't eat just one . . . .
Let ________________ put you in the driver's seat
Fly the friendly skies of . . . .
M'm! M'm! Good! . . . .
Own a piece of the rock . . . .
Strong enough for a man but made for a woman . . . . .
Wants tuna that tastes good, not tuna with good taste . . .
America spells cheese . . . . .
Cats ask for it by name . . . . .
Where America shops . . . . . .
It's mountain grown . . . . . .
The eye opener . . . . .
All temperature . . . . . .
Choosy mothers choose . . . . .
____________ is the place of your helpful hardware man.
Keeps working long after your child stops burshing . .
Dogs kids love to bite . . . . .
Take the breath test . . . . .

Drill 8: Look 'N' List

Look! Get in the habit of observing things around you--things that are beautiful, useful, appropriate, clever. This is a good time to begin, by observing closely your typing room. List as many items for each of the sections below as time permits.

1. List everything you see in the room that you think makes it a nice place to be.

2. List things you see that belong in the room because they are useful to make the room serve its purpose.

3. List anything unusual, something uncommon enough so that most of the students will fail to see it.

Drill 9: Type all the months of the year and how many days each month has.

Drill 10: List as many colors as you can think of.

Drill 11: List as many favorite summer-time activities you can think of.

Drill 12: List your favorite foods.

Drill 13: List the names of your friends.

Drill 14: Hyphenated Adjectives. Please put a noun that would make sense after each of the following hyphenated adjectives.
Example: up-to-date clothes

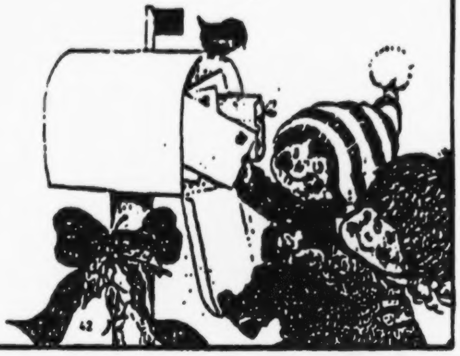
first-hand
a round-trip
a high-priced
a well-paying
a well-known
a two-thirds
a one-way
a four-story
first-class
an air-conditioned
a three-page
a short-term
a time-consuming
an ever-changing

Drill 15: Type girl's and/or boy's names starting with each letter of the alphabet for speed, accuracy, or capitalizing practice, depending on your individual goal for the day.

Drill 16: Type names of items found in a grocery store, starting with each letter of the alphabet.

Compose and type on a sheet of paper as many words as you can think of out of the holiday greeting presented. You will be allowed fifteen minutes. I know there are at least seventy-five possible words.

MERRY CHRISTMAS



ANSWER SOME QUESTIONS

This drill can be used in two different ways. The first time the students might answer the questions as you dictate them with one-or two-word responses. The next time they might respond with complete sentence answers.

1. What is your name?
2. What is your age?
3. What is the color of your hair?
4. What is the color of your eyes?
5. What is your favorite dessert?
6. What is your favorite sport?
7. What is your favorite color?
8. With which hand do you write?
9. Should one or two spaces follow a period at the end of a sentence?
10. Should one or two spaces follow a period after an abbreviation?
11. Give the first names of three persons in this room.
12. What do you plan on doing when you graduate?
13. Name the make of an automobile you would like to own.
14. Tell the two times in the day when you are most cheerful.
15. What personal trait do you admire in the people you like?
16. Name two fattening foods.
17. Name something you can see on the front wall.
18. What do you plan to do after school today?
19. What is the name of the town in which you live?
20. Where were you born?

NUMBER RESPONSES

An ability to think and type numbers is as important as an ability to type letters. Dictate each of the following questions and have the students respond without looking at the keyboard.

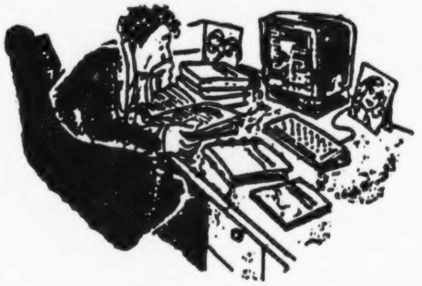
1. How many months are in a year?
2. How many days are in a year?
3. How many keys do you think there are on your keyboard?
4. How many inches are there in a yard?
5. What number comes before 100?
6. How much is seven times nine?
7. How old are you?
8. What year in school is this for you?
9. How many inches tall are you?
10. How much do you weigh?
11. What is your word per minute goal by the end of this course?
12. What space is the center on this page on this machine?
13. How many spaces are there to the horizontal inch on this machine?
14. How many horizontal spaces are there across this page on this machine?
15. How many lines can you type on a standard size sheet of paper?
16. How many states make up the United States?

WORD RESPONSES

STUDENTS ARE TO THINK OF WORDS ON THEIR OWN AND RELAY THEM INTO CORRECT TYPEWRITTEN FORM FOR THE FOLLOWING QUESTIONS.

A time limit of three to five minutes should be used. Please place at least 10 objects in two columns for Drill 1 & 2.

Drill 1: Here is a picture of an office desk. List items that might be found in this desk.



THIS DRILL CAN BE USED IN TWO DIFFERENT WAYS? THE FIRST TIME THE STUDENTS MIGHT ANSWER THE QUESTIONS AS YOU DICTATE THEM WITH ONE- OR TWO-WORD RESPONSES. THE NEXT TIME THEY MIGHT RESPOND WITH COMPLETE SENTENCE ANSWERS.

WHAT IS YOUR FAVORITE?

1. WHAT IS YOUR FAVORITE ICE CREAM?
2. WHAT IS YOUR FAVORITE SEASON?
3. WHAT IS YOUR FAVORITE RESTAURANT?
4. WHAT IS YOUR FAVORITE MUSICIAN?
5. WHAT IS YOUR FAVORITE GROUP?
6. WHAT IS YOUR FAVORITE CLASS?
7. WHO IS YOUR BEST FRIEND?
8. WHAT IS YOUR FAVORITE CITY?
9. WHAT IS YOUR FAVORITE STATE?
10. WHAT IS YOUR FAVORITE ANIMAL?
11. WHO IS YOUR FAVORITE PERSON IN YOUR FAMILY?
12. WHO IS YOUR FAVORITE ACTOR?
13. WHO IS YOUR FAVORITE ACTRESS?
14. WHAT IS YOUR FAVORITE TV SHOW?
15. WHAT IS YOUR FAVORITE PIZZA?
16. WHAT IS YOUR FAVORITE HOLIDAY?
17. WHAT IS YOUR FAVORITE NAME?
18. WHAT IS YOUR FAVORITE WEATHER?
19. WHAT IS YOUR FAVORITE SONG?
20. WHAT IS YOUR FAVORITE HOBBY?

DO YOU KNOW YOUR COMMERCIALS?

Type the product name as your teacher dictates the following slogans from commercials:

1.	Get a piece of the rock	Prudential
2.	You loved it as a kid; you trust it as a mother	Kool-Aid
3.	Fly the friendly skies	United Airlines
4.	Fill it to the rim	Brim
5.	When you care enough to send the very best	Hallmark Cards
6.	You deserve a break today	McDonald's
7.	The uncola	Seven-Up
8.	You're in good hands	Allsate Insurance
9.	Let your fingers do the walking	Yellow Pages
10.	Where's the beef?	Wendy's
11.	But I'm worth it!	Preference by Lorea
12.	Tell them Charlie sent you	Star-Kist Tuna

COMMERCIAL RESPONSES

Students watch television and listen to the radio for hours each day. This composition game is designed to determine whether they pay attention to the commercials they hear on an almost daily basis. Dictate the advertising slogan and have the students type the name of the product. Keep in mind that slogans are constantly changing; therefore, you may have to add some of the latest slogans to keep this drill up to date.

1. It leaves glasses virtually spotless (Cascade)
2. Keeps working long after your child stops brushing (Crest)
3. You loved it as a kid; you trust it as a mother (Kool-Aid)
4. Good to the last drop (Maxwell House)
5. Makes hamburgers taste like steakburgers (A-1 Steak Sauce)
6. Tastes like that good old fashioned lemonade (Country Time)
7. Let your fingers do the walking (Yellow Pages)
8. Dogs kids love to bite (Armour Hot Dogs)
9. You're in good hands (Allstate Insurance)
10. Take the breath test (Certs)
11. Have it your way (McDonald's)
12. Fly the friendly skies (United Airlines)
13. When you care enough to send the very best (Hallmark Cards)

CRAZY PHRASES

Type a three-word phrase using the letters below as the first letters for each of the words in your phrase.

B T D	Big tired dog
S O M	
T A E	
L Y G	
G L B	
F F F	
B H C	
V T T	
S O D	
H W D	
J M K	

BET YOU'RE JUST ITCHIN' TO TRY THESE.

NUMBER COMPOSITION AT THE TYPEWRITER

QUESTIONS REQUIRING A NUMERAL RESPONSE

Junior High School

1. How old are you?
2. How many inches in one foot?
3. How many are there in your family, counting your mother and father?
4. How many years have you been in school?
5. How many days per week do students usually go to school?
6. How many states are there in the United States?
7. How many colors are in our flag?
8. How many spaces and letters to an inch in elite type?
9. How many pennies in a dime?
10. How many fingers are there on your right hand?
11. How many days in the current month?
12. How many letters are there in the alphabet?
13. What day of the month were you born?
14. How many letters are in your first name?
15. What time is it?
16. What is the age of the oldest person you have ever known?
17. What is a baker's dozen?
18. When was the War of 1812?
19. How many seasons are there in a year?
20. How many eggs are there in two dozen?

Senior High School

1. What telephone number do you call most often?
2. In what year were you born?
3. At what age should one be able to obtain a driver's license?
4. At what age do you think it ideal for a man to marry?
5. What is your Zip Code number?
6. Type the number of weeks in a year.
7. Type the number of days in the next month.
8. Transpose the number 45.
9. In what year was the Declaration of Independence signed?
10. How many pounds in a ton?
11. How many days are there in February during leap year?
12. How tall are you in inches?
13. How old is the United States?
14. How many years in a decade?
15. How many feet in a mile?
16. Write your Zip Code number backwards.
17. How old were you nine years ago?
18. If you typed 15 words in 15 seconds, how many words would you type in one minute?
19. How many fouls must a high school basketball player have before he must leave the game?
20. A centennial celebration is celebrating how many years?

College Level

1. What is your social security number?
2. What year do you expect to graduate?
3. How often will February have 29 days in the twentieth century?
4. How many feet in 10 yards?
5. Type the number three score and seven years.
6. How many days in a regular year excluding the month of February?
7. What is the highest typing rate you ever reached on a one-minute timing?
8. How old should a girl be before she marries?
9. How many weeks in a regular semester?
10. What size shoe do you wear?
11. How many people are selected for a jury?
12. How many senators are there in your state?
13. How many amendments are there to the constitution?
14. Type the number that comes after one million.
15. How many credit hours are you carrying?
16. How many ounces in 3/4 of a pound?
17. At what telephone number can you be reached in the evening?
18. How many courses in your major field are you taking this term?
19. How many months will it take you to complete college?
20. What is a gross?

WORD AND NUMBER RESPONSES

1. Name a month and date of a birthday of a close relative.
2. How far do you live from this school?
3. What is your home address and zip code number?
4. How tall would you like to be?
5. What is your birthdate?
6. What is the date of the next state or national holiday?
7. Give the month and year of the next presidential election.
8. George Washington was born on ____________.
9. What is the date one week from now?
10. Type the name and number of a large jet plane.
11. What month and year was the last presidential election held?
12. What is your favorite city or town (other than the one in which you now live) and approximately how many miles must you travel to reach this town?
13. What is the name of the race held in Indiana each Memorial Day?
14. What is the longest distance you rode in a car in one day and where did you go?
15. Type the day and date of your last birthday.
16. How much time has elapsed between 2:45 p.m. and 3:30 p.m.?
17. How many toes and fingers on a basketball team?
18. What is your age in months?
19. What will be the month, day, and year from today?
20. How fast would you be traveling if you were going one mile a minute?

QUESTIONS REQUIRING THOUGHT RESPONSES

1. If a man works eight hours per day for five days and nine hours on the sixth day, what is the total number of hours he worked?
2. Beginning with January, write the number of days for each month.
3. By adding the numbers in your zip code number from left to right, what number do you obtain? Give the zip number and its total.
4. If a quartet and duet join together, how many are in the group?
5. How many quarters are there in $5.00?
6. If the ticket seller at the basketball game took in $250 and each ticket cost $.50, how many cash customers attended the game?
7. If the total school enrollment last year was 2,000 and it increased 10 percent this year, what is the enrollment this year?
8. If you walked three feet and ran six yards, how many feet did you travel?
9. How many days are in two years?
10. If doughnuts are two for a nickel, how much will three dozen cost?
11. If candy bars are three for $.10, how many can you purchase for $.30?
12. How old will you be in the year 2000?
13. Write your zip code number backwards.
14. How many hours are there in a three-day weekend?
15. If an item is regularly $13 and is now on sale for $9.99, what is the savings?
16. How many years are left in the present century?
17. Subtract 92 from the year Columbus discovered America and divide that number by seven. (200)
18. How many pair make 12 dozen?
19. How many months since your last birthday?
20. Type the number that is double the number in your last name.

MENTAL ARITHMETIC

Junior High

1. How many eggs are there in two dozen?
2. How many numbers are there on the face of a clock?
3. On what date is school out this spring?
4. How many brothers and sisters do you have?
5. What is three times the number of days in a week?
6. What is the product of nine times two, minus 10, plus three?
7. What is twenty divided by five, plus eight, minus half its sum?

Senior High

1. How many planets are there in the solar system?
2. At what temperature does water freeze?
3. What are quintuplets?
4. How fast would you be going if you were traveling one mile a minute?
5. How many odd numbers are there in 1-10?
6. Half of ninety-six, plus eight, divided by two is?

College

1. How many degrees are there in a circle? (360)
2. How many sides does an octagon have? (8)
3. At what speed does light travel? (186,000 miles per second)
4. What is a gross?
5. The square of six, divided by the square root of four, times one-half is? (36, 18, 9)
6. The number of degrees in a circle, divided by ninety, plus the sum of the total degrees in a triangle is? (360, 4, 184)

A QUIZ FOR INTELLECTUALS

Here are some questions which seem to have simple answers. You can dictate the questions, have them on a handout, or place them on a transparency. You may wish to have the students respond with one-word responses, or with complete sentences such as "The hundred Years' War lasted 100 years." By the way, the answers to each question are provided for your information.

1. How long did the Hundred Years' War last? (116 years)
2. What is a camel's hair brush made of? (Usually squirrel's hair)
3. In which month do the Russians celebrate the October Revolution? (November)
4. In what season of the year does Shakespeare's A Midsummer Night's Dream take place? (Spring)
5. In which country are Panama hats made? (Ecuador)
6. What color is a purple finch? (Crimson, at least the distinctively colored parts)
7. From which country do we get Peruvian balsam? (El Salvador)
8. From which animal do we get catgut? (Sheep)
9. From which material are moleskin trousers made? (Cotton)
10. What was King George VI's first name? (Albert)
11. Where do Chinese gooseberries come from? (New Zealand)
12. What kind of creatures were the Canary Islands named after? (Dogs)
13. How long did the Thirty Years' War last? (30 years, of course!!)

CHANGING THE SAYINGS

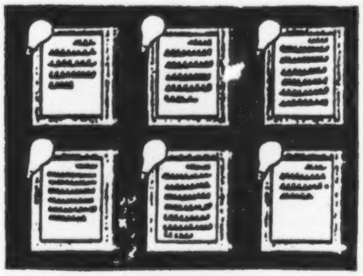
You have all heard of sayings such as "A penny saved is a penny earned." Here are the beginnings of some of these sayings to which your students must create endings. For instance, "A penny saved is a savings account." You can dictate these, have them on a handout, or place them on a transparency. The students should be directed to either type the entire sentence, or just the words they create. They could create two or three endings for each one.

1. An apple a day keeps the _________
2. A rolling stone gathers no _________
3. A penny saved is a _________
4. People who live in glass houses shouldn't throw _________
5. If at first you don't succeed _________
6. Don't judge a book by its _________
7. A stitch in time saves _________
8. The bigger they are the harder they _________
9. You can't teach an old dog new _________
10. Better late than _________
11. A bird in the hand is worth _________
12. Don't count your chickens before _________
13. You can lead a horse to water but you can't make him _________
14. Old soldiers never die, they just _________

TYPING TRIVIAL PURSUIT

Type a response to the following questions.

1. In what city did "American Bandstand" originate?
2. What is the name of the "evil" brother on Dallas?
3. What is Boy George's real name?
4. For what team does George Brett play?
5. Where did the Great Muppet Caper take place?
6. What is the name of the doctor played by Alan Alda on Mash?
7. What profession did Sting have before becoming the lead singer for The Police?
8. In what city does Dynasty take place?
9. What is the name of the actor who plays Arnold in Different Strokes?
10. Who is the youngest performer to win an Academy Award?
11. Who sings "Girls Just Want to Have Fun"?
12. Who is the good-looking star of Police Academy and the sequel Police Academy: Their First Assignment?
13. What leading pop vocalist stars with Rosanna Arquette in Desperately Seeking Susan?
14. What is Prince's favorite color?
15. Who is known as The King of Rock and Roll?
16. Which football player won the Heisman trophy last year?
17. What is Mr. T's all-time favorite TV show?
18. True or false: Hall and Oates are the same age.
19. How many gold records did the Beatles receive?
20. Name the woman gymnast who won a gold medal for the all-around title in the 1984 Summer Olympics.
21. Bill Cosby advertises for what famous soft drink.
22. What is your typing teacher's middle name?

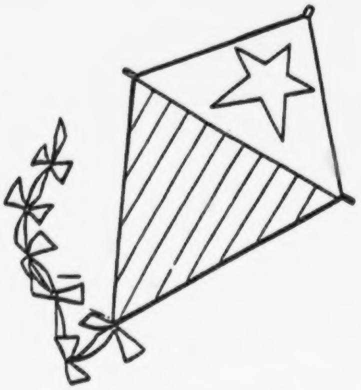


ANSWERS TO TRIVIAL PURSUIT

1. Philadelphia
2. J. R. Ewing
3. George O'Dowd
4. Kansas City Royals
5. London
6. Hawkeye Pierce
7. A teacher
8. Denver, Colorado
9. Gary Coleman
10. Tatum O'Neal
11. Cyndi Lauper
12. Steve Guttenberg
13. Madonna
14. Purple
15. Elvis Presley
16. Doug Flutie
17. The Beverly Hillbillies
18. True, both are 35
19. 43
20. Mary Lou Retton
21. Coke
22. Teacher supplies the answer

WHAT IF

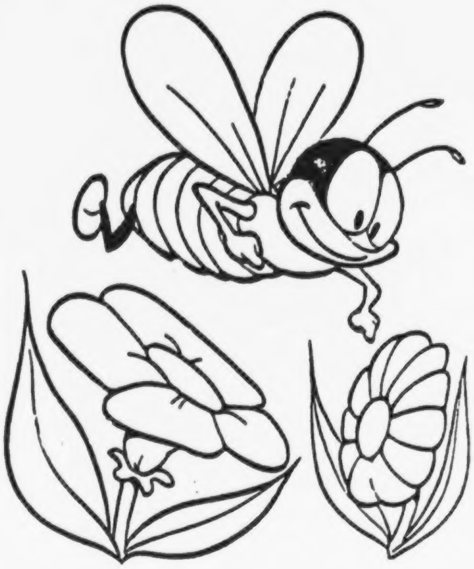
TYPE TWO PARAGRAPHS ON THE FOLLOWING TOPIC. MAKE SURE YOU SPELL AND PUNCTUATE CORRECTLY, AND USE PROPER SENTENCE STRUCTURE.



WHAT IF YOU ARE A KITE. HOW DO YOU FEEL, AND WHAT CAN YOU SEE?

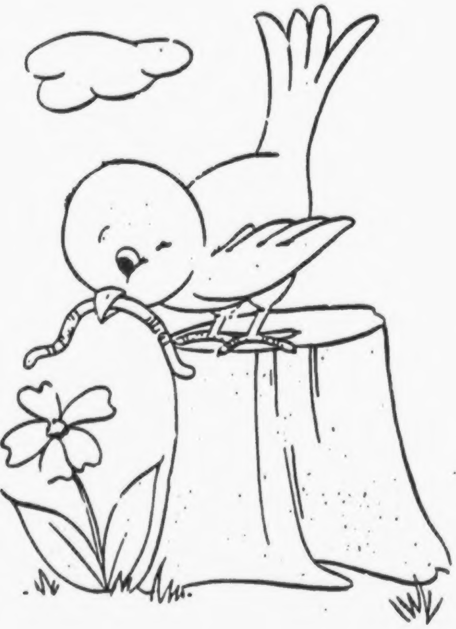
WHAT IF?

WHAT IF YOU ARE A MIGHTY BUMBLE BEE? WHERE WILL YOU FLY, WHO WILL YOU FLY WITH, AND WHO WILL YOU STING?



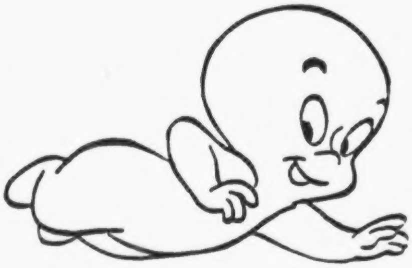
WHAT IF?

WHAT IF YOU ARE THE WORM IN THE PICTURE BELOW? HOW DO YOU FEEL AND WHAT WILL YOU DO?



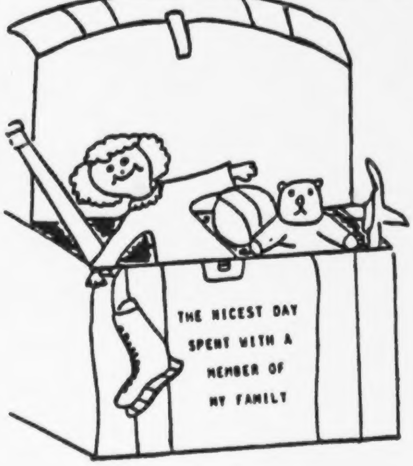
WHAT IF

Type at least two paragraphs on the following topic. Use a 70 space line and DS. Edit your copy and retype it correctly, making sure to spell and punctuate correctly, and use proper sentence structure.



WHAT IF you were a ghost. How do you feel, and what can you see???

Thanks for the Memory



DO YOU REMEMBER?

TYPE THE WORDS TO THE PLEDGE OF ALLEGIANCE.

TYPE THE WORDS TO YOUR FAVORITE NURSERY RHYME. FOR EXAMPLE, MARY HAD A LITTLE LAMB, . . .

LIMMERICK FORM COMPOSITION

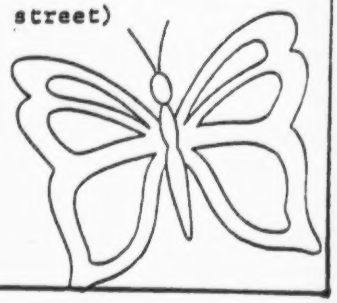
AS A TEAM OF FIVE, YOU WILL COMPLETE A FIVE-LINED LIMMERICK. THE FIRST, SECOND, AND FIFTH PERSON WILL COMPOSE LINES THAT END WITH WORDS THAT RHYME. THE THIRD AND FOURTH PERSON WILL COMPOSE LINES THAT END WITH RHYMING WORDS. THE FIRST PERSON ON A TEAM STARTS WITH A PIECE OF PAPER AND COMPOSES THE FIRST LINE WHEN INSTRUCTED TO START BY THE TEACHER. WHEN COMPLETED, THE FIRST PERSON HANDS THE PAPER TO THE SECOND PERSON WHO COMPOSES LINE TWO. THIS PROCESS CONTINUES UNTIL THE LIMMERICK IS COMPLETED. THE FIRST TEAM DONE IS THE WINNER.

AN EXAMPLE OF A LIMMERICK:

THE SUN WAS BRIGHT TODAY
WHILE THE FARMER'S WIFE RAKED HAY
THE FARMER GATHERED THE EGGS*
THE DOG GNAWED HIS LEGS*
AND THE CHILDREN RAN TO PLAY

AUTO-BIO-POEM

First name only
four personal traits which describe you
sibling of
lover of (3 people or ideas)
who feels (3 items)
who needs (3 items)
who gives (3 items)
who fears (3 items)
who would like to see (3 items)
resident of (town, street)
last name



COMPOSITION DIARY

Use the page entitled "Thoughts of" as the title page for a composition booklet. Have the students type their name on the blank line on the title page.

Once a week (Friday) replace the warm-up for the day with this composition exercise. Students will complete a diary for a quarter. Use the special form provided and run copies on colored paper.

Each Friday give the students their paper and have them fill in the date and their name. The students should then compose a paragraph or more reflecting on the past week and what has happened to them.

At the end of the quarter, the diaries can be returned to the students with the cover page attached.

Dear Santa . . .

At the beginning of the holiday season, assign your students to compose a letter to Santa. Tell the students to remember when they were young children and have them write the letter as if they truly believe in Santa.

Remind students to include some questions to Santa about his family and reindeer. The students may also want to mention special holiday traditions in their letters.

Finally, be sure to have the students include their Christmas list.

Run copies of the form letter on green paper. Post the letters in the classroom. Junior high students especially enjoy this activity.

Twas the Night Before Christmas When . . .

Assign the students to finish the story begun on the handout sheet. The story must have at least two paragraphs with a minimum of five lines per paragraph. Use a 70-space line, single space the paragraphs, and double space between paragraphs.

The students' stories should be completely different from the story line of the famous poem.

ALL OCCASION CARDS

STUDENTS PREPARE NOTES OR VERSES FOR INSIDE THE CARD. SAMPLES OF CARDS ARE GIVEN FOLLOWING THE EXERCISE "TWAS THE NIGHT BEFORE CHRISTMAS WHEN. . ."

Twas the night before Christmas when

THINKING WHILE TYPING

Directions: Set your margins for a 50-space line and your line-space selector for single spacing. Copy each exercise listed below following the numbered directions at the beginning of each exercise. Double space between the exercises to separate them on your paper.

1. Supply the missing vowels:

D--r Mr. Jon-s: W- -r- d-l-ght-d t- kn-w th-t y-- w-ll spe-k t- --r gr-up. S-nce I sh-ll b- dr-ving t- th- m--t-ng -nd w-ll b- p-ss-ng b- y--r -ff-ce, m-y I p-ck y-- -p -nd g-v- y-- a r-de t- th- cl-b?

2. Supply the missing words:

Dear ____ Kerr: I regret ____ report ____ one ____ our trucks ____ in ____ collision ____ a new passenger ____ today. No ____ ____ injured. Our truck ____ damaged ____ slightly, ____ ____ automobile ____ a total ____.

3. Supply three-letter words:

When ___ boy ___ very young, he ___ a dog that ___ his ___ and only pet. The ___ was with ___ everywhere he went. When ___ saw ___ boy, you also ___ the ___. Both of them, ___ and ___, had ___ hair.

4. Omit all repeated words:

The speaker was was late that day day. We had to wait nearly a a half hour before before he arrived on on the stage; then we we waited some more as as as he he looked in in his briefcase for his notes.

5. Omit all two-letter words:

Dear Bob: I was so very glad as when I learned of about an your advancement. Your friends to us are proud but do not surprised, and all of us hope you will enjoy as much satisfaction in it and success.

6. Use only complete words as you are typing:

What RU going 2 do when U graduate from high school? Will U go on 2 college or will U find a job that U like? Now is the time 4 U 2 B thinking about your future plans. Sit back some day and really think about what U want 2 do 4 the rest of your life.

It is so EZ 4 people 2 prepare meals 2day. All U do is go 2 the store and buy any 1 of the many prepared dinners. Sometimes they R not so good, but most of the time they R very good. Last night we 8 one and 4 the first time it was excellent.

SUPPLY THE MISSING VOWELS AS YOU TYPE THESE SENTENCES

T-ll th- m-n wh- br-ngs th- m-lk t- st-p d-l-v-ry.
Th- g-rl -t th- d-sk h-s tw- t-l-ph-n-s t- -nsw-r.
D--s D-n-ld kn-w wh-t s-z- p-p-r h- sh--ld -rd-r?

CHOOSE THE CORRECT WORD IN PARENTHESES

Here are (two, too) bottles to be put in (their, there) box.
(For, Fore, Four) a time, I thought you (were, where) here.
If you are going to be late, (right, write) to let me know.

TYPE THESE SENTENCES, READING FROM RIGHT TO LEFT

.immediately it use may you ;you for checkbook new a is Here
.out were you while order the about see to came manager The
.trip a plan to how on information of sources many are There

SUPPLY THE NEEDED CAPITALS IN THESE SENTENCES

mary will contact helen about the convention in des moines.
mrs. corbett goes to tarrytown to see irving's home in june.
send a box to s. spers, harris high school, dover, delaware.

SUBSTITUTE THE CORRECT SYMBOLS FOR WORDS WHERE INDICATED

When errors are made comma all we say is comma quote Sorry dash we will be more careful in the future period quote Our catalog lists those chairs parenthesis Number 603 parenthesis for $109 period Credit terms are available period I am going to the ocean for rest and relaxation semicolon can you join me for a few days before I return question

SUPPLY THE MISSING VOWELS AS YOU TYPE THESE SENTENCES (ANSWERS)

Tell the man who brings the milk to stop delivery.
The girl at the desk has two telephones to answer.
Does Donald know what size paper he should order?

CHOOSE THE CORRECT WORD IN PARENTHESES

Here are two bottles to be put in their box.
For a time, I thought you were here.
If you are going to be late, write to let me know.

TYPE THESE SENTENCES, READING FROM RIGHT TO LEFT

Here is a new checkbook for you; you may use it immediately.
The manager came to see about the order while you were out.
There are many sources of information on how to plan a trip.

SUPPLY THE NEEDED CAPITALS IN THESE SENTENCES

Mary will contact Helen about the convention in Des Moines.
Mrs. Corbett goes to Tarrytown to see Irving's home in June.
Send a box to S. Spers, Harris High School, Dover, Delaware.

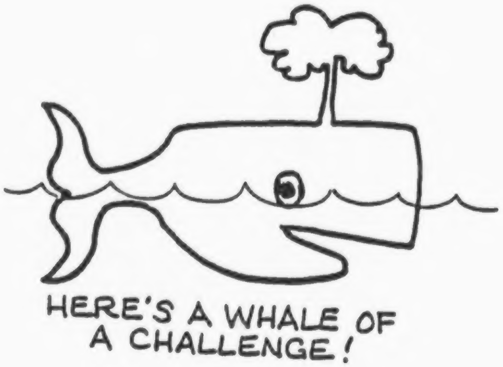
SUBSTITUTE THE CORRECT SYMBOLS FOR WORDS WHERE INDICATED

When errors are made, all we say is, "Sorry--we will be more careful in the future." Our catalog lists those chairs (Number 603) for $109. Credit terms are available. I am going to the ocean for rest and relaxation; can you join me for a few days before I return?

BLIND DATE COMPOSITION

Provide an ending for the following story. Story ending must be at least six complete lines of typed copy. Use a 60 space line and DS.

"My best friend asked me if I would like to go on a blind date. The thought of such a date made me quite uneasy. However, my friend assured me that this person was a perfect match for me and that I was sure to have a great time. As the night approached, I began to regret agreeing to this date. When I was introduced to my date . . .



CREATE IT, THEN JUSTIFY IT

You are going on a camping trip to a lake in the mountains for a week. You are limited to take only 10 items along in addition to what you are wearing. List these 10 items.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Compose a sentence for each item listed above explaining why you are taking it.

Using the sentences above, form a well-constructed paragraph, justifying what you are taking.

DEAR ABBY or DEAR ANN LANDERS

This exercise is designed to help students create a complete letter and/or respond to a letter. There are two or three different versions of this activity.

1. Imagine that you have a complex domestic problem that you do not know how to handle. Type a humorous letter to a real or imaginary newspaper columnist who specializes in giving advice. Remember that your letter may be read aloud in class and should be written so that it will not offend anyone. After the students have written these letters, you might want to read a couple of the more creative ones.
2. Another version is to have the students write letters as in one above. The next day pass their letters out to the class, making sure that no one gets their own letter. Then, have the class be Abby, Ann, or whoever, and type a letter of advice to that person. You might also want to read a few of these responses to the class.
3. A third version is to bring several actual letters from one of these columns, and either give each student a copy or read them to the class. The students will compose their responses to one of the letters.

Drill #1: From memory type the words to one of the following:

a. The Pledge of Allegiance
b. A favorite poem
c. A favorite song

Drill #2: Type one paragraph telling your teacher something about yourself. This will only be seen by your teacher. Brag about yourself.

Drill #3: For each of the following items, pick one of the three topics listed and type a one- to two-paragraph response:

a. Reasons why we remember George Washington.
   Reasons why we remember Florence Nightingale.
   Reasons why we remember Christopher Columbus.

b. If I had a hundred dollars...
   Some people are so stingy...
   I need a bigger allowance...

c. A friend of mine once...
   One of the funniest things...
   Once when I had to call...

d. You are a Christmas package sitting under the tree. Describe what it is like and how you feel about the upcoming Christmas celebration...
   You are driving alone on a foggy night on a dark, country road. Suddenly you see movement in front of you...
   You have been elected chairman of a committee promoting your school. Give the highlights of your school...

e. Describe how you feel about being...
   a fork
   a kite
   a wall

f. Describe how you feel about being...
   a stream
   a tree
   a flower

Drill #4: For each of the following items, pick one of the three topics listed and type a three- to four-paragraph response.

a. Describe how you feel about being...
   a ghost
   someone from another planet
   an animal (you decide what type of animal)

b. What would happen if...
   a person could walk 60 miles per hour
   walking was our only form of transportation
   a person could fly

c. What would happen if...
   people never grew old
   there was life on the moon
   there were no pens or pencils

d. What would you do if you are...
   a teacher
   a famous actor or actress
   president of the United States

Drill #5: For each of the following items, pick one of the three topics listed and type a short essay of at least five paragraphs. Type each essay on a separate sheet of paper. Compose a title for your essay; center and type your title on line 13.

a. Describe the most pleasant or interesting social event you have attended during the past year or so.
   Describe the funniest incident you have ever experienced or witnessed.
   Describe your favorite television show and tell why it is your favoirte.

b. If you had a choice, what kind of job would you prefer; explain the reasons for your choice.
   If you were given an expense-free vacation, where would you like to go and what would you like to do?
   If you were free to do so, in what other city, state, or country would you choose to live and why?

c. What improvements would you like to see in your community?
   What recent news story has caused you the greatest concern?
   What do you consider to be the most vital question facing the United States today and why?

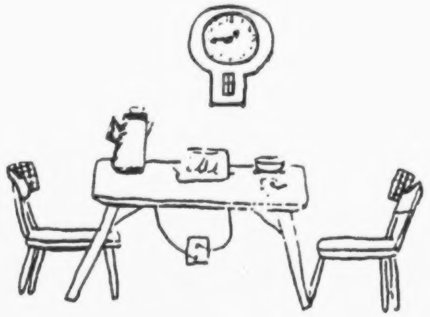
Directions: Choose one of the following drills to use your composition skill in building from word responses to complete sentences to a complete paragraph. Set your margins for a 60-space line and your line-space selector for single spacing.

Drill #1: You are going on a camping trip to a lake in the mountains for a week. You are limited to take only ten items along in addition to what you are wearing.

a. List the ten items you plan to take.
b. Now compose a sentence for each item listed explaining why you are taking it.
c. Now use your sentences to compose a well-constructed paragraph justifying what you are taking on your camping trip.

Drill #2: Are you a good detective? A crime was committed in the room pictured below, and you need to find any clues that could help find the person who is guilty.

a. List the names of any objects you see in the room.
b. Now use the names of each object in a complete sentence describing its place or significance in the room.
c. Now compose a short paragraph using your sentences to describe the room as it was found after the crime.



TASKS

There are two tasks listed in each part of this exercise. You choose one task from each part and give step-by-step directions for completing the task. Each step should be in the form of a complete sentence.

Part 1

1. Making a peanut butter and jelly sandwich
2. Making a ham and cheese sandwich

Part 2

1. Taking a shower or bath
2. Brushing your teeth

Part 3

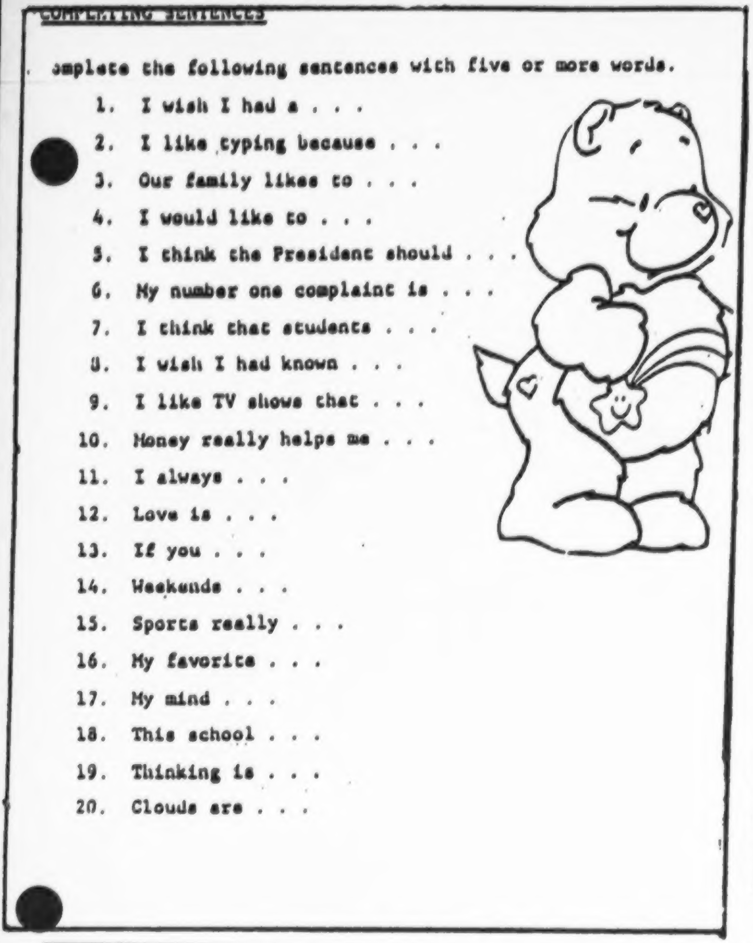
1. Making Kool-Aid
2. Making chocolate milk

Part 4

1. Making a snowman
2. Making a cake with cake mix

Part 5

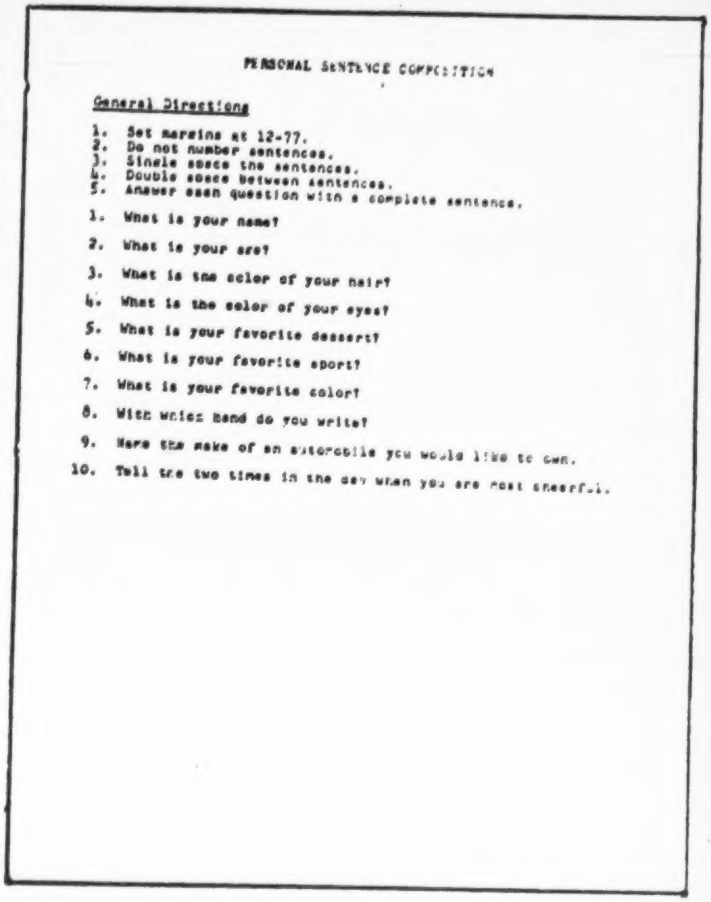
1. How to get to school from home
2. How to get to Miller & Paine from home



COMPLETING SENTENCES

omplete the following sentences with five or more words.

1. I wish I had a . . .
2. I like typing because . . .
3. Our family likes to . . .
4. I would like to . . .
5. I think the President should . . .
6. My number one complaint is . . .
7. I think that students . . .
8. I wish I had known . . .
9. I like TV shows that . . .
10. Money really helps me . . .
11. I always . . .
12. Love is . . .
13. If you . . .
14. Weekends . . .
15. Sports really . . .
16. My favorite . . .
17. My mind . . .
18. This school . . .
19. Thinking is . . .
20. Clouds are . . .

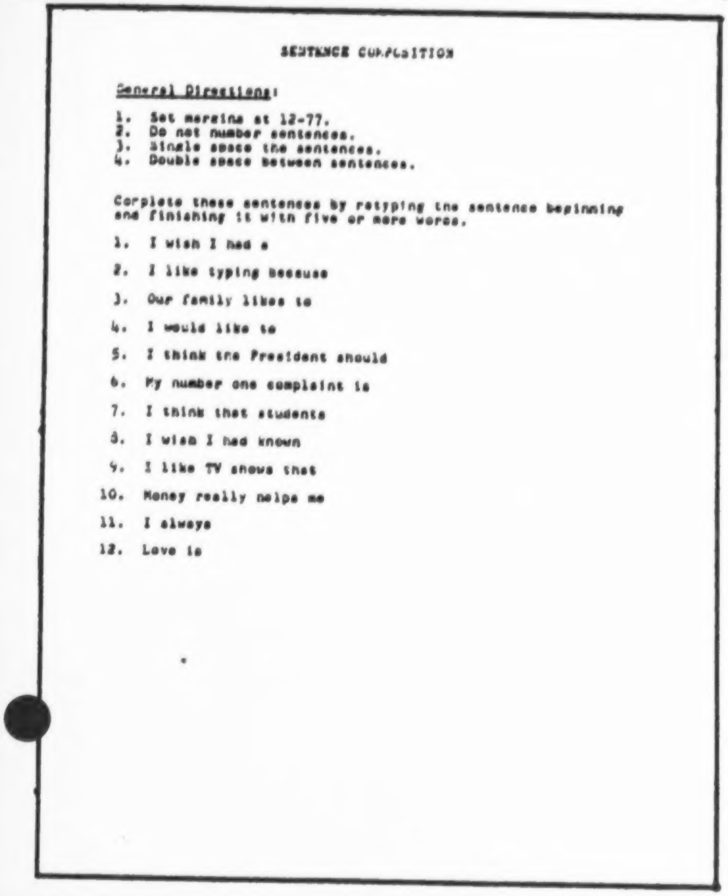


PERSONAL SENTENCE COMPOSITION

General Directions

1. Set margins at 12-77.
2. Do not number sentences.
3. Single space the sentences.
4. Double space between sentences.
5. Answer each question with a complete sentence.

1. What is your name?
2. What is your age?
3. What is the color of your hair?
4. What is the color of your eyes?
5. What is your favorite dessert?
6. What is your favorite sport?
7. What is your favorite color?
8. With which hand do you write?
9. Name the make of an automobile you would like to own.
10. Tell the two times in the day when you are most cheerful.



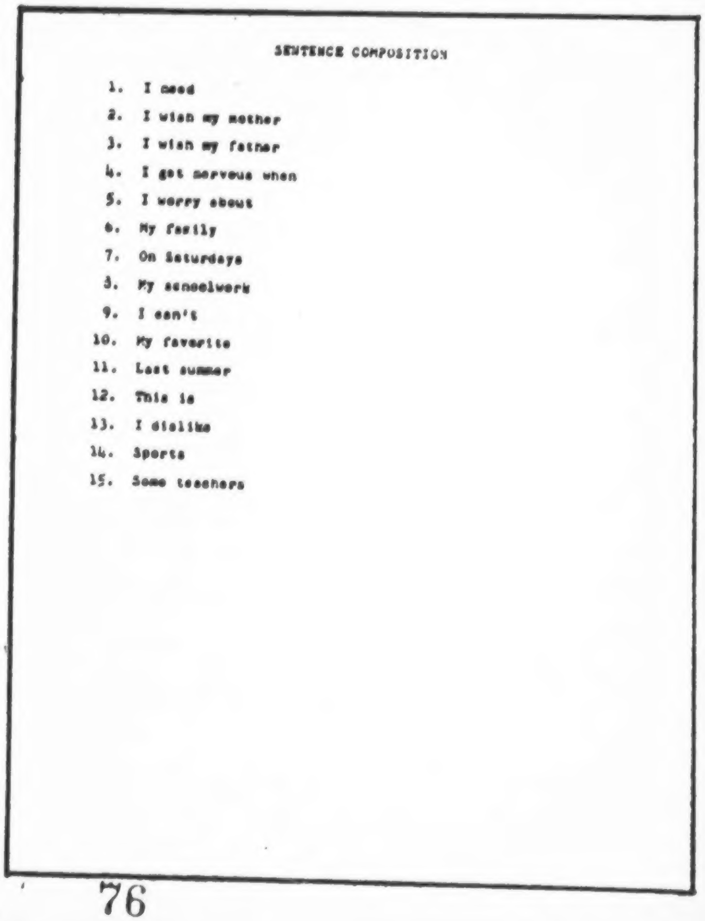
SENTENCE COMPOSITION

General Directions:

1. Set margins at 12-77.
2. Do not number sentences.
3. Single space the sentences.
4. Double space between sentences.

Complete these sentences by retyping the sentence beginning and finishing it with five or more words.

1. I wish I had a
2. I like typing because
3. Our family likes to
4. I would like to
5. I think the President should
6. My number one complaint is
7. I think that students
8. I wish I had known
9. I like TV shows that
10. Money really helps me
11. I always
12. Love is



SENTENCE COMPOSITION

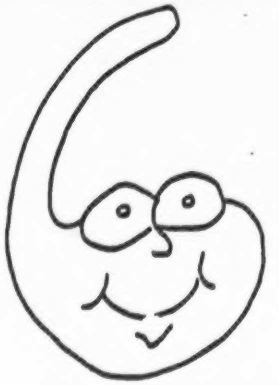
1. I need
2. I wish my mother
3. I wish my father
4. I get nervous when
5. I worry about
6. My family
7. On Saturdays
8. My schoolwork
9. I can't
10. My favorite
11. Last summer
12. This is
13. I dislike
14. Sports
15. Some teachers

TYPEWRITING KNOWLEDGE

CHOOSE IN ANY ORDER FROM THE NUMBERS GIVEN IN THE BOX BELOW. TYPE A SENTENCE WHICH INDICATES YOUR UNDERSTANDING OF A TYPING PRINCIPLE.

EXAMPLE: THERE ARE 85 SPACES OF PICA TYPE ACROSS A STANDARD PAGE.

13 9 102
85
51 66
10
6 12
42 8½ 33



TRIVIA *

Answer each of the following trivia questions with a complete sentence.

Part 1--Geography

1. Is Antarctica the North Pole or the South Pole?
2. In what city is Central Park located?
3. How many U.S. states border California?
4. Name the five Great Lakes.
5. What is the only U.S. state that ends with a K?

Part 2--Science

1. How many wisdom teeth are there in a normal set of teeth?
2. What is the world's fastest dog?
3. What are the five senses?

Part 3--Sports

1. How many events are there in a decathlon?
2. Where is the Rose Bowl played?
3. What is raced in the Tour de France?
4. What is the fastest stroke in swimming?
5. What pro sport did Wilt Chamberlain play after basketball?

Part 4--The Arts

1. What is Margaret Houlihan's nickname on MASH?
2. What are the names of Donald Duck's three nephews?
3. What Peanuts character clings to a security blanket?
4. What is the name of Dagwood Bumstead's dog?
5. What kind of animal is Dumbo?

*If you don't know the answer--guess. The important thing is that you have a complete sentence for your answer.

TYPING REVIEW

Answer each question with a complete sentence. Do not number your answers.

1. Should one or two spaces follow a period at the end of a sentence?
2. Should one or two spaces follow a period after an abbreviation?
3. What space is the horizontal centerpoint on this page on this machine?
4. How many spaces are there to the horizontal inch on this machine?
5. How many horizontal spaces are there across this page on this machine?
6. How many lines can you type on a standard size sheet of paper?
7. Should one or two spaces follow semicolon?
8. Should one or two spaces follow a colon when it is used in a sentence?
9. Should one or two spaces follow a question mark at the end of a question?
10. Should zero or one space follow an initial?

SPORTS*

Use complete sentences in answering these questions.

1. How many points does a free throw count in basketball?
2. How many players does a football team have on the field at one time during the game?
3. With which sport is Muhammed Ali identified?
4. In which sport is a racket used?
5. What college is represented by the Cornhuskers?
6. In which sport is a puck used?
7. What college is represented by the Sooners?
8. In what state is the Orange Bowl played?
9. In which sport is a putter used?
10. In which sport is an alley used?
11. In which sport is the side stroke used?
12. In which sport are hurdles used?

*If you don't know the answer--guess. The important thing is that you have a complete sentence for your answer.

SENTENCE COMPOSITION

1. If you
2. Weekends
3. Sports really
4. My favorite
5. My mind
6. This school
7. Thinking is
8. Clouds are
9. School is
10. I am studying
11. The subjects I am taking are
12. My date begins at
13. My day ends at
14. After school
15. Typing is
16. My biggest problem is
17. I hope
18. What this school needs is
19. I would like to . . .
20. Parents
21. Teachers
22. What do you plan to do after school is out?
23. Where were you born?
24. How many inches tall are you?
25. What are your hobbies?
26. How do you spend your spare time?
27. How much money do you hope to earn by age 25?
28. Do you feel that you have done the best work you could in your classes?
29. What is your ultimate career goal?
30. An ideal vacation would be to go where?

LESSON 6

Dictate the following sentences:

I was. I wish. Jan is in. Nan and Law will ski.
Nan and he need a loan. Jan is a fan of the Nats.
John filed the test list. Hank lost an oil lease.
I know Ike has a new tie.
Kit will talk with Miles.

Have the students respond with the correct answers to the questions placed on the overhead without looking at their book or their typewritten copy.

LESSON 6

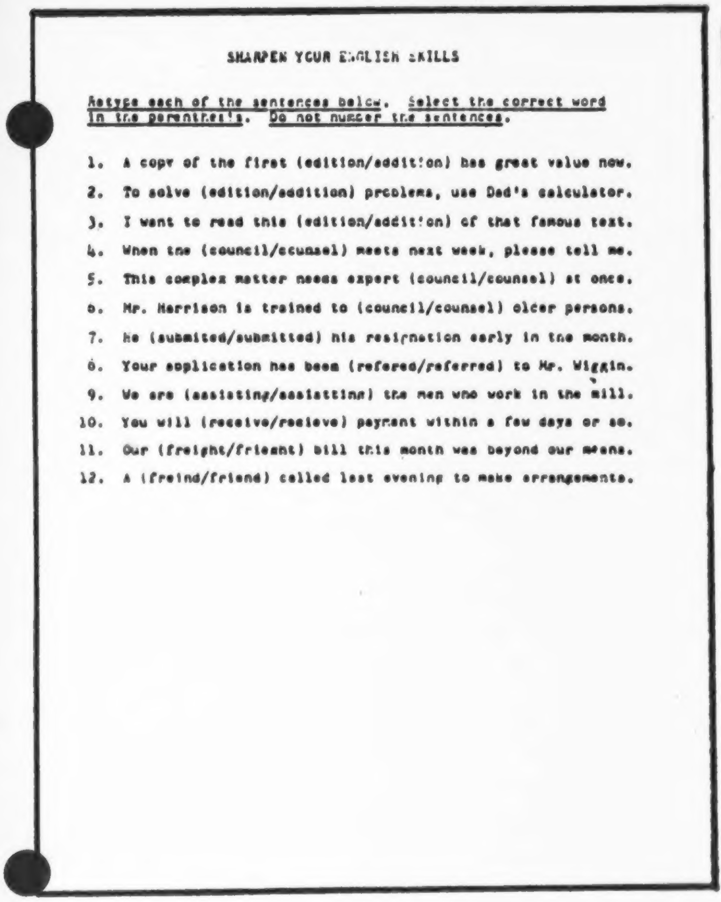
Who is in?
What will Nan and Law do?
Who needs a loan?
Who is a fan of the Nats?
What did John file?
Who lost the oil lease?
What does Ike have that is new?
What will Kit do?

GET CRACKING
HATCH SOME ANSWERS

HOMONYM SPELLING

Dictate the following sentences while the students type. Then review with the class the correct spellings for the homonyms.

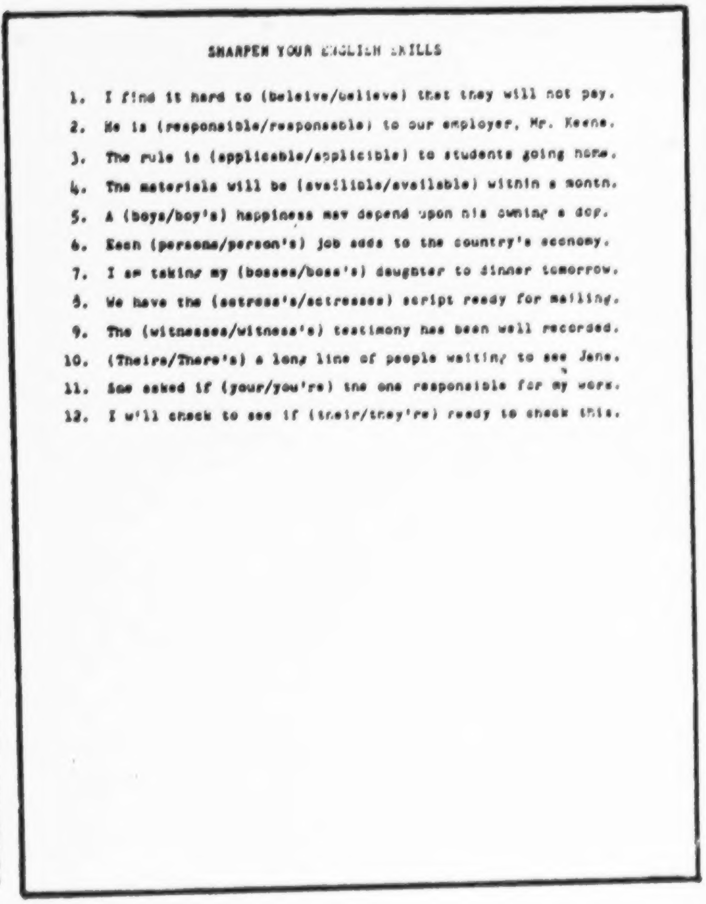
1. After reading his mail, the principal wrote a letter on his stationery.
2. We know that our two new men knew too much for their own good.
3. Our whole new team knew there was a bee in their flower bed.
4. The bare bear was too weak from losing weight to wait t meet his mate.
5. Your four pear trees have new holes in their roots.
6. The principal waste seems to be tied to the foul weather.
7. The holy altar was two feet from the site.
8. She heard a herd of deer raise their heads when they heard the rain.
9. The presents for the male were out of sight.
10. He flew the plane through some real bad hail over the sea.



SHARPEN YOUR ENGLISH SKILLS

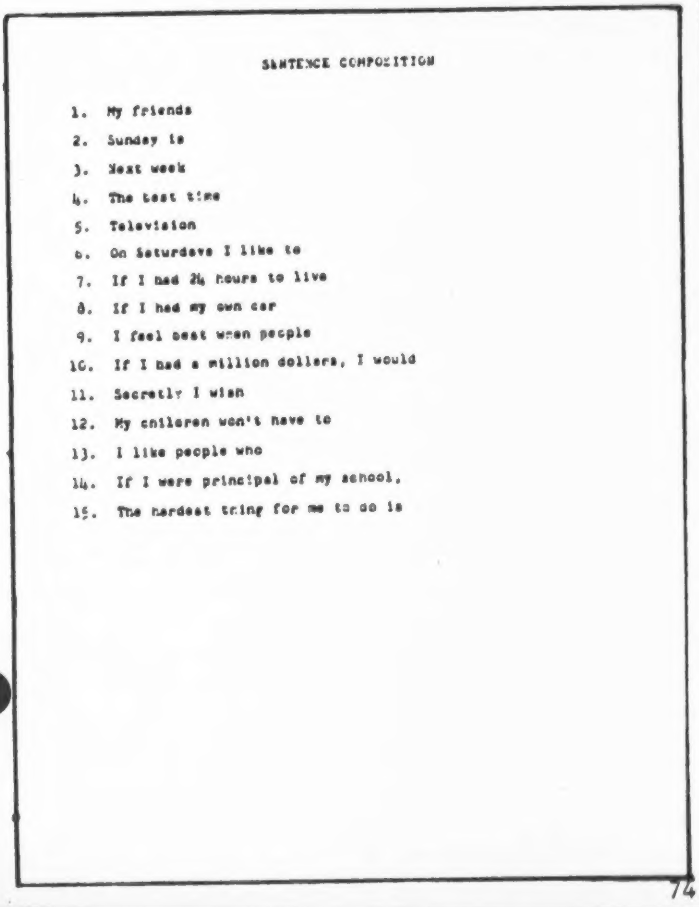
Retype each of the sentences below. Select the correct word in the parenthesis. Do not number the sentences.

1. A copy of the first (edition/addition) has great value now.
2. To solve (edition/addition) problems, use Dad's calculator.
3. I want to read this (edition/addition) of that famous text.
4. When the (council/counsel) meets next week, please tell me.
5. This complex matter needs expert (council/counsel) at once.
6. Mr. Harrison is trained to (council/counsel) older persons.
7. He (submited/submitted) his resignation early in the month.
8. Your application has been (refered/referred) to Mr. Wiggin.
9. We are (assisting/assistting) the men who work in the mill.
10. You will (receive/recieve) payment within a few days or so.
11. Our (freight/frieght) bill this month was beyond our means.
12. A (freind/friend) called last evening to make arrangements.



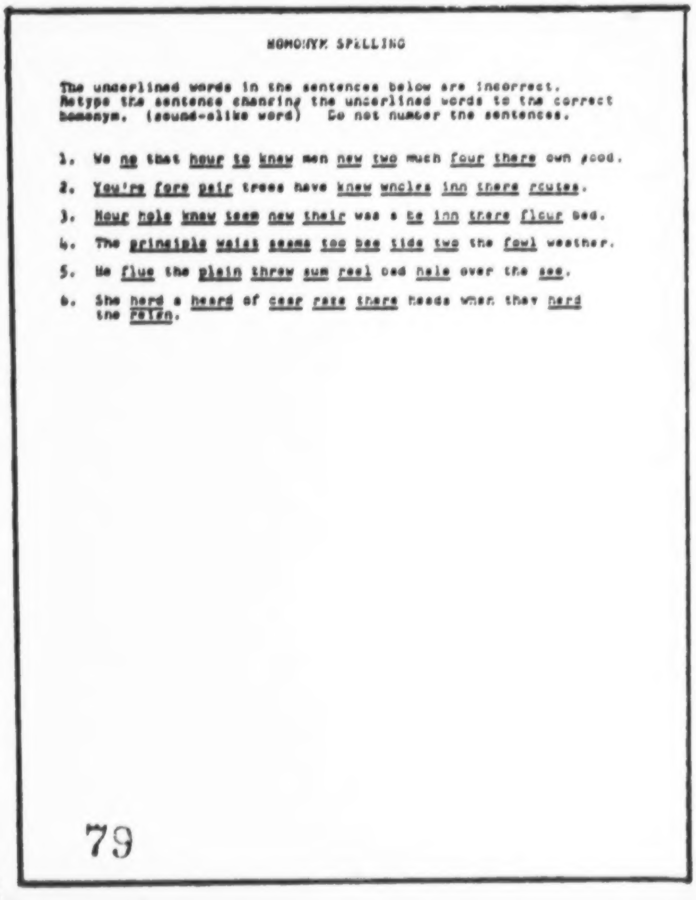
SHARPEN YOUR ENGLISH SKILLS

1. I find it hard to (beleive/believe) that they will not pay.
2. He is (responsible/responsable) to our employer, Mr. Keene.
3. The rule is (applicable/applicible) to students going home.
4. The materials will be (availible/available) within a month.
5. A (boys/boy's) happiness may depend upon his owning a dog.
6. Each (persons/person's) job adds to the country's economy.
7. I am taking my (bosses/boss's) daughter to dinner tomorrow.
8. We have the (actress's/actresses) script ready for mailing.
9. The (witnesses/witness's) testimony has been well recorded.
10. (Theirs/There's) a long line of people waiting to see Jane.
11. She asked if (your/you're) the one responsible for my work.
12. I will check to see if (their/they're) ready to check this.



SENTENCE COMPOSITION

1. My friends
2. Sunday is
3. Next week
4. The best time
5. Television
6. On Saturdays I like to
7. If I had 24 hours to live
8. If I had my own car
9. I feel best when people
10. If I had a million dollars, I would
11. Secretly I wish
12. My children won't have to
13. I like people who
14. If I were principal of my school,
15. The hardest thing for me to do is



HOMONYM SPELLING

The underlined words in the sentences below are incorrect. Retype the sentence changing the underlined words to the correct homonym. (sound-alike word) Do not number the sentences.

1. We no that hour to knew men new two much four there own good.
2. You're fore pair trees have knew wholes inn there routes.
3. Hour hole knew teem new their was a be inn there flour bed.
4. The principle waist seems too bee tide two the fowl weather.
5. He flue the plain threw sum reel bad hale over the see.
6. She herd a heard of dear raze there heads when they herd the reign.

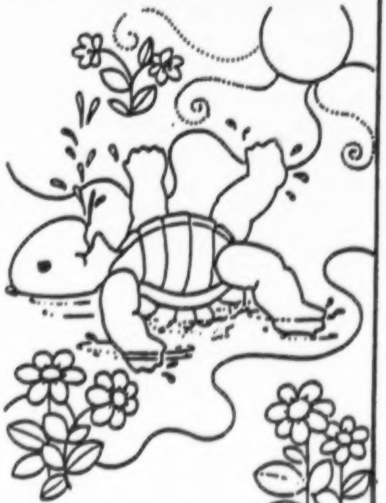
COMPOSITION ASSIGNMENT

Compose a letter to me: Mrs. Charlotte Medrow
Waverly High School
14621 Heywood Street
Waverly, NE 68462

Summarize what you have learned in Typing I this year, in what ways you believe it will help you in the future, and any recommendations to the next year's Typing I class.

Follow the letter style found on page 73 of your typing book. Use the special-sized paper and a 50 space line.

Proofread and erase all errors. Hand in when completed.



LETTER TO SELF

Bring an envelope and a stamp. You may bring your own stationery as well. Compose a letter to yourself in good format, fold correctly, and insert it in a properly addressed envelope. This letter will be mailed one year from now. The teacher will seal the envelope after the following criteria are met:

1. Paragraph 1: Give proper greetings to yourself. For example, wish your self a Merry Christmas, Happy Birthday, or Hurray, school's about out!
2. Paragraph 2: Explain your goals and what you have been doing recently.
3. Paragraph 3: Mention your typing class.
4. Paragraph 4: Include a joke or something else of interest.
5. Paragraph 5: Include any other information.

Listen for directions on letter style and envelope format.

JOB APPLICATION COMPOSITION

A keyboarding course can provide excellent opportunities for students to learn about applying for jobs. Much of what students learn should be the direct result of composition exercises. First, provide a good example of personal data sheet, and have the students compose a data sheet using their own data. Next, provide examples of good application letters, and have the students develop their own. They should use the following steps in preparing their letters:

1. Study the various parts of a good sample letter of application.
2. Type a rough draft of a letter of application.
3. Have at least two fellow students critique their letters.
4. Rewrite the letters, making changes suggested by the students.
5. Type the letter to final copy, and hand in for the teacher's comments.
6. Retype the letter, incorporating the teacher's suggestions.

The next step might be to complete application forms which are provided in the workbook, or by the teacher.

Finally, help prepare the students for a job interview by having them answer some or all of the following questions. You can either dictate these questions or give them to the students on a handout. In either case, the students should compose their answers on the keyboard.

1. What are your future plans?
2. How do you spend your spare time? What are your hobbies?
3. Why do you think you might like to work for our company?
4. What jobs have you held? How were they obtained and why did you leave?
5. Why did you choose your particular field of work?
6. How did you spend your vacations while in school?
7. What do you know about our company?
8. What qualifications do you have that make you feel that you will be successful in your field?
9. What extracurricular offices have you held?
10. What are your ideas on salary?
11. How do you feel about your family?
12. Do you prefer any specific geographic location?
13. How much money do you hope to earn at age 30? 35?
14. What do you think determines a person's progress in a good company?
15. Do you prefer working with others or by yourself?
16. Do you feel you have done the best work you could in your classes?
17. Have you ever had any difficulty in getting along with fellow students or faculty?
18. Do you like routine work?

UNIT IDENTIFICATION: Keyboarding Speed & Accuracy

Approximate Time: Each day as time allows.

Prerequisite: Knowledge of Keyboard and correct touch method of keyboarding.

Accountability: Upon completion of this unit of instruction, the student will:

A. Demonstrate an increase in keyboarding speed.

B. Demonstrate an increase in keyboarding accuracy.

C. Understand how to figure their grade from a given grade chart.

Unit Evaluation: Speed Timings
Accuracy Timings

UNIT LEARNING MATERIALS

Hardware:

Computer System(s)
Printer(s)
Disks
Typewriter

Software

Books
Paper
Computer Software

Supplementary Materials

Student Activities
Appropriate Handouts
Appropriate Software

UNIT RESOURCES

Handouts:

1. "Games to Build Typing Speed," by Winnifred Nichols, J. Weston Walch, Publisher, Portland, Maine 04104.

Books

1. "Typewriting," Learning and Instruction, Jerry Robinson, Et.Al. South-Western Publishing Co., Cincinnati, OH.

2. "Acquisition of Typewriting Skills," 2nd Ed., Leonard J. West, Baruch College, The City University of New York, Bobbs-Merrill Education Publishing, Indianapolis.

Computer Software

1. MasterType
2. Typing Tutor IV
3. Type Right Basic
4. Type Right Advanced
5. How Fast Can You Type Right?

Elementary Keyboarding Speed and Accuracy Development:

Prerequisite: Touch method of alpha keys with primary emphasis on correct technique.

Accountability: Upon completion of this unit, the students will show steady improvement in speed and accuracy development.

Principles of Speed Drills:

The emphasis during speed drills should be on flexibility of finger movement and use of correct technique.

Speed drills should be introduced early to set a pattern of growth and improvement and to give immediate knowledge of results.

Short term goals should be set so success can be recognized early.

A form of speed drill should be incorporated into class sessions on a regular basis, not necessarily daily, depending upon the length of the class period and the frequency with which it meets.

Students should keep a personal growth chart and record timed writings on a regular basis.

Comparisons should be made only on an individual student basis, not between students.

Students at this age should be praised for every improvement, however minor it may be, and should receive continual encouragment.

Speed and Accuracy Development Activities:

Practice should be given on the individual alphabetic keys, easy words, short phrases, and sentences at the appropriate level of reading on a repetitive basis. Timings should be for 15, 20, 30 seconds, and one minute progressively. Until a student can key 25 wpm emphasis should be on speed rather than accuracy. Emphasis on accuracy in the early stages of keyboarding can impede speed development.

Evaluation:

The learner will be able to keyboard at a rate equal to or faster than his legible handwriting speed. We would suggest a keyboarding speed in the range of 10 words a minute as an acceptable minimum.

Keyboarding I Speed and Accuracy Development:

Prerequisite: Touch method of alpha keyboarding with proper technique in use.

Principles of Speed Drills:

Speed and accuracy on straight-copy timings should be stated as separate objectives.

Speed should be stressed in straight copy timings of one-minute sentences, one-minute paragraphs, two-minute paragraphs, three-minute paragraphs, and five-minute paragraphs at the appropriate reading level. The difficulty level of a particular timed writing can be determined by looking at the scale for high frequency words (hfw), syllabic intensity (si), and average word length (awl). These descriptors are often indicated in the textbook for each timed writing paragraph.

At least one form of speed drill should be given every class period.

Speed practice may be either repetitive or nonrepetitive. Strive for variety in speed drills.

Limit the time spent on speed drills to a portion of the entire class period.

Set short-term, immediately measurable improvement goals. Progress, not a predetermined standard, is the goal. State a specific purpose for every drill.

Sometimes it is helpful to set a speed goal and divide it into checkpoints. For example, a five-minute timing would be divided into 1-minute checkpoints. Students then mark their copy according to where they want to be at each checkpoint, and as the teacher gives the checkpoint during the timing the student is able to check to see if he has typed to the mark. This procedure is effective for pacing on longer timed writings.

Comparisons should be made only between a student's own recorded speeds, not among classmates.

Performance near the end of the grading period should weigh most heavily so students are evaluated after they've had a chance to build skill.

Take many timed writings so an average or consistent score can be determined.

Activities:

Speed drills should be on the individual alphabetic keys, easy words, short phrases, sentences, and paragraphs at the appropriate level of reading on a repetitive and nonrepetitive basis. Timings should be given for 30 seconds, 1 minute, 2 minutes and 3 minutes progressively.

Possible Evaluations

A predetermined speed and accuracy scale

A predetermined chart is arranged showing the grade for each level of speed and accuracy. See attachment.

This system is consistent throughout an entire system where there may be many different typing teachers. All students are graded according to a standard scale regardless of what class in which they may happen to be placed.

A Timed Writing Progress Chart

A progress chart is kept for each student during the term showing words per minute and errors. The grade is based on the degree of improvement the student has achieved rather than the actual speed at which he is typing. See attachment.

This system is individualized and works from the premise that improvement is the more important factor, not level of skill.

Net Words A Minute with Errors Subtracted

Students are allowed a predetermined number of errors per minute on a timed writing (example; 1 error per minute). After their error limit, the additional errors are subtracted from the gross words a minute and only net words a minute are recorded. Students may increase their net words a minute by typing faster OR by reducing errors.

This system individualizes to a student's particular problem areas and lets them build speed according to their specifications. A student who types very fast with many errors soon learns that the errors must be reduced in order for any growth in net words a minute to occur. In contrast, the student who types slowly with few errors realizes that he must strive for more speed, perhaps at the temporary expense of errors, to see growth in net words a minute.

Keyboarding II Speed and Accuracy Development:

Prerequisite: Successful completion of Keyboarding I

Principles of Speed Drills:

Speed and accuracy on straight-copy timings should never be stated as dual objectives.

Speed drills will be taken on straight copy, statistical copy, rough draft copy, unarranged copy, handwritten copy, and from transcription if possible. Strive for variety in timed writings.

Speed timings will range from one minute to five minutes, and some form of a timed drill should be done every day.

Only a portion of a class period should be used for timed work each day.

Speed practice may either be repetitive or non repetitive.

Students should compete with their own speed goals and comparisons should not be made among students. Both short-term and long-term goals should be implemented throughout the term to avoid leveling off in speed development.

After reaching 25 words a minute, the student should be directed to check accuracy to determine whether to continue to develop higher speed or work for control.

On some occasions students should be directed for force speed at the temporary expense of accuracy. This technique should be used when a student has reached a speed plateau and has not progressed for a length of time. However, students should be aware of their optimum (speed with control) level and work to improve their optimum speed to higher levels.

Evaluation:

Same evaluation used as in Keyboarding I.

Attachment A

KEYBOARDING I
1st Quarter

Three-Minute Timing Grading Scale

GRADE	6	5	4	3	2	1
ERRORS						
0	1---10	11---14	15---18	19---22	23---26	27---
1-2	9---12	13---16	17---20	21---24	25---28	29---
3-4	11---14	15---18	19---22	23---26	27---30	31---
5-6	13---16	17---20	21---24	25---28	29---32	33---

One-Minute Timing Grading Scale

GRADE	6	5	4	3	2	1
ERRORS						
0	10---13	14---18	19---23	24---28	29---33	34---
1-2	11---15	16---20	21---25	26---30	31---35	36---
3	13---17	18---22	23---27	28---32	33---37	38---

DIRECTIONS

1. Refer to error column.
2. Read across to the column which includes your speed score.
3. Grade will be at the top of the column.

KEYBOARDING I
2nd Quarter

Three-Minute Timing Grading Scale

GRADE	6	5	4	3	2	1
ERRORS						
0	11---14	15---18	19---22	23---26	27---30	31---
1-2	13---16	17---20	21---24	25---28	29---32	33---
3-4	15---18	19---22	23---26	27---30	31---34	35---
5-6	17---20	21---24	25---28	29---32	33---36	37---

One-Minute Timing Grading Scale

GRADE	6	5	4	3	2	1
ERRORS						
0	14---18	19---23	24---27	28---31	32---36	37---
1-2	15---19	20---24	25---28	29---32	33---38	39---
3	17---21	22---26	27---30	31---34	35---40	41---

DIRECTIONS

1. Refer to error column.
2. Read across to the column which includes your speed score.
3. Grade will be at the top of the column.

Attachment A (cont.)

THREE-MINUTE TIMING GRADING SCALE KEYBOARDING I
Third Quarter

GRADE	6	5	4	3	2	1
ERRORS						
0	17---21	22---25	26---29	30---33	34---37	38---
1-2	18---20	21---26	27---31	32---34	35---39	40---
3-4	20---23	24---29	30---32	33---36	37---41	42---
5-6	23---27	28---31	32---35	36---40	41---45	46---

Fourth Quarter

GRADE	6	5	4	3	2	1
ERRORS						
0	22---25	26---30	31---35	36---39	40---44	45---
1-2	26---29	30---33	34---37	38---41	42---45	46---
3-4	28---31	32---35	36---39	40---43	44---47	48---
5-6	30---34	35---38	39---42	43---46	47---49	50---

DIRECTIONS

1. Refer to error column.
2. Read across to the column which includes your speed score.
3. Grade will be at top of the column.

Attachment B

GROSS WORDS PER MINUTE--GWPM	Total words typed, divided by number of minutes.
CORRECT WORDS PER MINUTE--CWPM	Total correct words typed, divided by number of minutes.
NET WORDS PER MINUTE--NWPM	Gross words minus penalty (errors multiplied by ten), divided by number of minutes.

STRAIGHT COPY SKILL MEASUREMENT
(Suggested Rates Gross Words Per Minute)

KEYBOARDING I

		GRADES				
WEEKS		1	2	3	4	5
3 min	1-3	32+	28-31	18-27	12-17	Less than 12
	4-6	33+	29-32	19-28	13-18	Less than 13
	7-9	34	30-33	20-29	14-19	Less than 14
5 min.	7-9	34 up	31-33	21-30	15-20	Less than 15
	10-12	37 up	33-36	23-32	17-22	Less than 17
	13-15	38 up	34-37	24-33	18-23	Less than 18
	16-18	39 up	34-38	24-33	19-23	Less than 19
3-min. errors		0-1	2-3	4-7	8-12	13-15
5-min. errors		0-3	4-6	7-9	10-12	13-15

General Premise: Each grade should represent both quality of the work (such as relative freedom from typographical errors, good arrangement, neatness and so forth) and the quantity of the work (words a minute, number of problems, and so forth).

Attachment B (cont.)

KEYBOARDING II

	GRADES				
WEEKS	1	2	3	4	5
1-3	45+	44-40	39-27	26-21	Below 21
4-6	46	45-41	40-28	27-22	Below 22
7-9	47	46-42	41-29	28-23	Below 23
10-12	48	47-43	42-30	29-24	Below 24
13-15	49	48-44	43-31	30-25	Below 25
16-18	50	49-45	44-32	31-26	Below 26
ERRORS	0-2	3-4	5-7	8-11	12-13*

INTERMEDIATE KEYBOARDING

	GRADES				
WEEKS	1	2	3	4	5
1-3	39+	38-34	33-24	23-19	Below 19
4-6	40	39-35	34-25	24-20	Below 20
7-9	41	40-36	35-26	25-21	Below 21
10-12	42	41-37	36-27	26-22	Below 22
13-15	43	42-38	37-28	27-23	Below 23
16-18	44+	43-39	38-29	28-24	Below 24
ERRORS	0-2	3-4	5-7	8-10	11-12*

GW divided by 5 = WPM to be averaged with error grade

*13+ Errors = 5 paper

KEYBOARDING III

	GRADES				
WEEKS	1	2	3	4	5
1-3	50+	45-49	35-44	27-34	Below 27
4-6	51+	46-50	36-45	28-35	Below 28
7-9	52+	47-51	37-46	29-36	Below 29
10-12	53+	48-52	38-47	30-37	Below 30
13-15	54+	49-53	39-48	31-38	Below 31
16-18	55+	50-54	40-49	32-39	Below 32
ERRORS	0-2	3-4	5-7	8-10	11-12*

*13+ Errors = 5 paper

KEYBOARDING IV

	GRADES				
WEEKS	1	2	3	4	5
1-3	55+	51-54	44-50	40-43	Below 40
4-6	56+	52-55	45-51	41-44	Below 41
7-9	57+	53-56	46-52	42-45	Below 42
10-12	58+	54-57	47-53	43-46	Below 43
13-15	59+	55-58	48-54	44-47	Below 44
16-18	60+	56-59	49-55	45-48	Below 45
ERRORS	0-1	2-3	4-5	6-7	8-10*

*11+ Errors = 5 paper

Developed by Omaha Public Schools

Attachment C

TIMED WRITINGS
PROGRESS CHART

1' Timed Writings				2' and 3' Timed Writings		
Page	NWPM/Errors	Correct		Page	NWPM/Errors	Correct
			Week 3			
			Week 4			
			Week 5			
			Week 6			
			Week 7			
			Week 8			
			Week 9			
			Week 10			
			Week 11			
			Week 12			
			Week 13			
			Week 14			
			Week 15			
			Week 16			
			Week 17			
			Week 18			

Beginning Speed		Beginning Speed	
Ending Speed		Ending Speed	
Improvement		Improvement	
Correct TWs		Correct TWs	
Final Grade		Final Grade	

You may adjust this chart to fit your needs.

This chart was originated by Barb Huls, Grand Island Northwest High School.

UNIT IDENTIFICATION: Proofreading

Accountability: Upon completion of this unit, the student should be able to:

1. Recognize the importance of accuracy.
2. Understand the principles of effective proofreading.
3. Use effectively proofreaders terms and symbols for the correction of mechanical and content errors.
4. Proofread documents with 100 percent accuracy.

Unit Evaluation: worksheets
tests

UNIT LEARNING MATERIALS

Attachments:

A Attention to Detail. Exercises and Keys

B Proofreader's Terms and Symbols Exercises and Keys

C Proofreading Methods

D Typical Errors to Identify When Proofreading

E Proofreading of Letter, Manuscript, and Table. Exercises and Keys

UNIT RESOURCES

Camp, Sue C. Developing Proofreading Skill, New York: Gregg Division/McGraw-Hill Book Company, 1980

Ellingson, Anita Help with Proofreading, Boston: Houghton-Mifflin Company, 1986.

Jones, Ellis J. and David H. Kane Proofreading Precision, Cincinnati: South-Western Publishing Co., 1988.

Bogle, Mary Anderson Proofreading for Business H.M. Rowe Company, 1986.

UNIT IDENTIFICATION

Proofreading

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory	
Discuss the importance of proofreading as it pertains to professional and personal transactions.	Class Participation.
Discuss the frequency of errors in print.	Ask students to provide examples of errors in print. Sources: newspapers, magazines, brochures, etc. Make a bulletin board displaying errors in print.
Developmental	
Stress attention to detail. Assign exercises. (Attachment A)	Complete exercises.
Introduce common proofreaders' terms and symbols. Assign exercise. (Attachment B)	Identify proofreading terms and symbols. Practice terms and symbols.
Introduce proofreading methods. (Attachment C)	Demonstrate the four methods of proofreading.
Introduce and discuss types of errors to search for when proofreading: factual errors, mechanical errors, formatting errors. (Attachment D)	Review in small groups a list of the most common proofreading errors.
Culminating	
Administer worksheet exercises of a letter, a manuscript, and a table.	Proofread and mark the errors found.

REFERENCE MATERIALS

Dictionaries:

The American Heritage Desk Dictionary, Fernando de Mello Vianna, Editor-in Chief, Houghton Mifflin.

Webster's New Collegiate Dictionary, Henry Bosley Woolf, Editor, G & C Merriam Company, 1981.

Thesaurus:

Roget's II: The New Thesaurus, by the editors of The American Heritage Dictionary, Houghton Mifflin.

Reference Manuals:

The Gregg Reference Manual, 6th edition, William A. Sabin, Gregg Division/McGraw Hill, 1985.

The Reference Guide: A Handbook for Office Personnel, Ralph M. Holmes, Houghton Mifflin, 1980.

Reference Manual for Office Personnel, 6th edition, House and Sigler, South Western.

Others:

20,000 Words: Spelled and Divided for Quick Reference, 8th edition, Zoubek, Condon, and Leslie, Gregg Division/McGraw Hill, 1986.

Word Division Manual, 3rd edition, Perry and Silverthorn, South Western, 1984.

The Word Desk Set (The Right Word II, The Word Book II, The Written Word II) based on The New American Heritage Dictionary, Houghton Mifflin, 1983.

ZIP Code Directory, Ottenheimer Publishers, Inc., 1977.

Attachment A

DIRECTIONS: Check to see that the items in Column A and B are identical. If they are, place a check mark in the space provided. If they are not, place an X in the space.

	Column A	Column B	✓/X
1.	Mrs. Patrice A. Smith	Mrs. Patricia A. Smith	_____
2.	Paula K. Brown	Paul K. Brown	_____
3.	Amelda R. Cullan	Amelda R. Cullan	_____
4.	Virgil Q. Roberts	Virgil Q. Robert	_____
5.	Warren E. Harris	E. Warren Harris	_____
6.	Lilian B. Hozel	Lillian B. Hozel	_____
7.	Lloyd E. Gregory	Loyd E. Gregory	_____
8.	Dalan W. Herrshill	Dalan W. Hershill	_____
9.	Willis R. Dunning	Willie R. Dunning	_____
10.	Druard Q. Hazlip	Druid Q. Hazlip	_____

Developed by Patricia A. Pruss

Omaha Public Schools

JOB 1

Using Proofreader's Symbols

LEARNING OBJECTIVES

Upon completing Job 1, you will be able to

1. *understand proofreading procedures;*
2. *use proofreader's symbols to identify and correct errors.*

PROOFREADER'S SYMBOLS

Revision	Symbol	Edited Copy	Corrected Copy
Align text	⊔	Pam ⊔and⊔ Chris	Pam and Chris
	⊓	Pam ⊓and⊓ Chris	Pam and Chris
	[	[Pam and Chris	Pam and Chris
	]	Pam and Chris]	Pam and Chris
Case uppercase (capitalize)	≡ or cap	Pam and chris ≡	Pam and Chris
		Pam and chris cap	Pam and Chris
lowercase	lc or /	Pam and CHris lc	Pam and Chris
		Pam and C/ris	Pam and Chris
Close up horizontal space	⁀‿	Pam and Ch⁀‿ris	Pam and Chris
vertical space	( )	Pam and Chris ( ) Robb and Sara	Pam and Chris Robb and Sara
Delete	ℓ	Pam and Chris ~~Dodd~~ℓ	Pam and Chris
Delete and add	— or /	Pam and ~~Scott~~ Chris	Pam and Chris
		Pam and Chr/s i	Pam and Chris
Delete and close up	(/)	Pam and Chri(/)is	Pam and Chris

Insert apostrophe	∨'	Chris‸'s hat	Chris's hat
comma	‸,	Pam‸,Chris‸,and Dawn	Pam, Chris, and Dawn
dash	‸=	Come here‸=now!	Come here--now!
hyphen	‸-	Late‸-night movie	Late-night movie
letter or number	‸s	Dog‸sand cats	Dogs and cats
period	‸.	Mr‸.Chris Dodd	Mr. Chris Dodd
quotation marks	∨" ∨"	Chris said, ∨"Come!∨"	Chris said, "Come!"
word	σ→	and Pam‸Chris	Pam and Chris
Ignore correction	... or stet	Pam ~~and Chris~~ Pam ~~and Chris~~ stet	Pam and Chris Pam and Chris
Italicize or underline	ital or ___	ital It must be here. It must be here.	It *must* be here. It must be here.
Move text	σ→	Pam Chris and‸Dodd	Chris and Pam Dodd
Paragraph, new	¶	¶Pam and Chris left yesterday.	Pam and Chris left yesterday.
Spacing horizontal	#	# Pam andChris	Pam and Chris
vertical double space	DS>	A proofreader DS> must be alert.	A proofreader must be alert.
single	SS>	A proofreader SS> must be alert.	A proofreader must be alert.
Spell out word or number	sp	Sixth St. sp sp 6th Street	Sixth Street Sixth Street
Transpose letters	∿	Ch∿irs	Chris
words		Please carefully∿read	Please read carefully.
Verify accuracy	ⓘ?	The show starts at ? 3 a.m.	The show starts at 3 p.m.

Source: Pasework, William R. *Machine Transcription, Dictation, and Proofreading: An Introduction.* South-Western Publishing Co.

Attachment B-2

Instructions

Write your name, the date, and the class identification in the upper right corner.

Refer to the proofreader's symbols on pages 155-156. Using these symbols, revise the following sentences as directed. Sentence 0 is given as an example.

0.	Move text.	Jean and Scott left for school early this morning.
1.	Align text.	Jean $^{\text{and}}$ Scott are jogging.
2.	Insert commas.	Jean Tim Jan and Scott went to the movies.
3.	Insert periods.	A B Hadley is the dean of the college.
4.	Add italics for emphasis.	Start your homework at once.
5.	Move *today* to the beginning of the sentence and revise the punctuation.	Dan and Scott ran a mile today.
6.	Spell out the word.	Oregon Ave.
7.	Add quotation marks.	Yankee Doodle Dandy is a folk song.
8.	Correct the typographical error.	Scott and Jean run foe exercise.
9.	Transpose letters.	Jean and Scott wnet to work.
10.	Do not delete *and Scott*.	Jean ~~and Scott~~ went to work.
11.	Verify the accuracy of the meeting time.	The club met at 3 a.m.
12.	Capitalize.	Jean and scott went to work.
13.	Add a hyphen.	Time saving habits are helpful.
14.	Delete and close up.	Jean and Scott weent to work.
15.	Delete the extra word.	Jean and and Scott went to work.
16.	Change to lowercase.	Jean and Scott went to Work.
17.	Insert a dash for emphasis.	Set that vase down now!
18.	Close up the space.	Jean and Sc ott went to work.
19.	Insert an apostrophe.	Scotts car won't start.
20.	Delete *Scott* and add *Dan*.	Jean and Scott went to work.

Source: Pasewerk, William R. Machine Transcription, Dictation, and Proofreading: An Introduction. South-Western Publishing Co.

Proofreader's symbols are usually written within the text. If there is not enough space, the symbols can be recorded in either the left or right margin as illustrated below.

March 1, 19--

Ms. Chieko Chikara
Radio Dispatch, Inc.
1152 Genoa Ave. sp
Lubbock, TX 79416-1104

[Dear Ms. Chikara

With the approaching tornado season we plan to (,)
supp~~p~~ly each of our 300 installation technicians
with a pager.

a Will you ple~~e~~se provide the following informatoin (:)

1. what are your quantity discount terms?

r 2. What type of warantee, guarantee, and
a maintenence Contracts to you provide?

¶ Since we will make a pyrchase desision within a u c
month, will you please send this in formation by
March 20.

Sincerely

Louise Marshall
Purchasing Department
OS xx

Source: Pasework, William R. Machine Transcription, Dictation, and Proofreading: An Introduction. South-Western Publishing Co.

Attachment C

PROOFREADING METHODS

1. Read complete typed copy with attention to content accuracy.
2. Proofread word by word while typed copy is still in machine or on word processor screen.
3. After reading forward slowly, read backwards word by word--checking for typographical errors.
4. Evaluate entire copy for formatting flaws.
5. If dictating equipment has been used, replay tape while proofreading.
6. If possible, enlist help of co-worker when proofreading typed copy that contains many numbers or technical language.
7. At a later time, reread typed copy for undetected errors.

Attachment D

ERROR SEARCH

Factual: names, addresses, telephone numbers, dates, times, facts, figures, inconsistency

Mechanical: typing, spelling, punctuation, capitalization, numerical, word division, abbreviations, repetition, omission

Formatting: consistent style, balanced appearance, placement of parts

Attachment E

Directions: This letter is to Ms. Sally Hosberg, guest speaker at a recent sorority luncheon. Retype; make appropriate corrections.

Miss Saly Rosburg
Livestown Products, Inc.
741 Park Blvd.
Royal, IA 55555

Dear Ms. Hosburg:

Thank you for yuour speach on Wenesday, Febrary 13. You adress to our grup was the most exiiting one that we have ever herd. Are aplause must have told you how wunderful it was.

Inclosed is a check for $1,000 (payment of your fe) along with a cliping from our comunity papper. Editer William Smith foned to say that the Sunday edition of his paper would run a reoprt on your spech. I shall send you clipings when the paper is out.

Thanks a milion for taking tim from your buzy skedule to speek to our group.

Sincerly,

Sandi Walker

Enclosur

Developed by Patricia A. Pruss
Omaha Public Schools

Attachment E-2

Rough Draft

Room Assignments for Sophomores

SS all upper

Alphabetic Arrangement	Room
Abel through Crain	101
Crane through Foster	102
Franks through Hill	102 A
Hocum through Lewis	103
Lily through Olsen	104
Olson through Sanderson	105
Sederstrom through Victor	107
Victors through Zysman	108

ROOM ASSIGNMENTS FOR SOPHOMORES

Alphabetic Arrangement	Room
Able through Craig	101
Crane through Foster	102
Franks through Hill	102A
Hocum through Lews	103
Lilly through Olson	104
Olson through Sandersen	106
Sederstrom through Victer	107
Victors through Zysman	108

Developed by Patricia A. Pruss
Omaha Public Schools

UNIT IDENTIFICATION: Editing

Accountability: Upon completion of this unit, the student should be able to:

1. Apply editing techniques to create complete concise copy from original idea.
2. Explain how the role of proofreading is involved in the editing process.

Unit Evaluation: worksheets
tests

UNIT LEARNING MATERIALS

Attachments:

A. Editing for Complete Content.

B. Editing for Effective Use of Words.

C. Editing for Consistency.

UNIT RESOURCES

Camp, Sue C. Developing Editing Skill New York: Gregg Division/McGraw-Hill Book Company, 1985. (Text and Teacher's Manual

UNIT IDENTIFICATION

Editing

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory	
Define editing	
Discuss the importance of all written communications.	Class participation
Discuss the consequences of errors in business communications.	Ask students to provide examples of poorly prepared communications. Discuss possible consequences of these errors.
Explain the importance of editing for complete content. (Attachment A)	Complete exercises.
Discuss the importance of effective wording for clarity. (Attachment B)	Ask students to provide advertising circulars. Complete the exercise.
Discuss the need to edit for consistency of fact (contradiction), treatment (similar items treated differently), and usage (grammatical agreement errors). (Attachment C)	Discuss places where inconsistencies are likely to occur.

Attachment A.1

EDITING

Indicate the detail from the list below that would appropriately complete each numbered item by placing the letter of the detail in the blank provided. Use each letter only once.

A. at 3.30 p.m.
B. p.m.
C. in our recreation room
D. size 16
E. (201)
F. at the Lunch Box Cafeteria
G. by Speedy Package Delivery Service
H. for president
I. note pads
J. Illinois 60453

______ 1. Our fitness class will meet each morning (Monday through Friday) from 6:30 to 7:30.
______ 2. Let's have lunch together on Monday, April 5. I'll meet at noon.
______ 3. The nominating committee for the Executive Dinner Club completed its recommendations for next year's officers. Will you accept the nomination?
______ 4. All office personnel will meet in the conference room on Wednesday, October 4.
______ 5. Order these three items: pens and pencils.
______ 6. Dr. Wolinsky's presentation to all shift supervisors will be at 8:30 in the auditorium.
______ 7. Please ship this order by UPS to Manfred Manufacturing Inc., 1127 Alexander Plaza, Oak Lawn.
______ 8. Our California phone number is (916) 555-8327, and our New Jersey number is 555-9726.
______ 9. Your order, No. 2323, was shipped on September 23 to your home address. You should have received it six weeks ago.
______ 10. I would like to order two white shirts, Catalog No. 2876-98. Please ship them by UPS to J. C. Paul, 123 Red Coach Road, Dayton, OH 45429.

Taken from Developing Editing Skill, Camp, Sue C., Gregg Division/McGraw-Hill Book Company, page 38.

Attachment B

Study the advertising circulars. Check to see that all details of the sale are included.

1. **Date**

2. **Time**

3. **Place of the sale**

4. **Product description**

5. **Price**

6. **Other important information**

COMPLEX CLICHES

1. Unimpeded entry; unimpeded exit.
2. Avoid weeping over fallen white fluid produced by bovine animals.
3. Don't evaluate the printed word by its encasement.
4. Persons with meager assets cannot be selective.
5. Those dwelling in transparent silicate habitats should not fling geological substances.
6. A yelping canine never punctures the flesh.
7. Integrity is superior rule.
8. Don't sever more than your bicuspids can handle.
9. Don't plant your incisors into the limb that nourishes you.
10. You can't consume your angel food and display it.
11. Advance evening retirement, advance morning awakening, puts a mature male in good physical, economic, and intellectual condition.
12. Violations of criminal statutes do not bring profits to the violators.
13. Excessive chef personnel damage the bouillon.

Attachment C.1

EDITING

When you are editing, always look for facts that disagree. Here are some ways facts can be contradictory.

1. Contradiction between the message and an established fact that doesn't appear in the message.
2. Contradiction within a phrase or a sentence.
3. Contradiction within a message but not within the same sentence.
4. Contradiction between the message and another message such as an enclosure.

Use consecutive letters (A, B, C, and so on) to block and query the part of each item that contradicts an establihed fac Write the established fact in the blank provided. If there is no contradiction, write OK in the blank. The first item has been completed as an example.

1. letter dated April 31

    ____

2. 12:64 p.m.

    ____

3. September 31

    ____

4. Invoice dated 21/10/84

    ____

5. 9:30 a.m.

    ____

6. Corvettes cost $1,120.

    ____

One way to clarify a contradiction is to check a reliable source. Suppose the following sentence appeared in a message.

The cost increased form $300 to $275.

You would not know if increased should be changed to decreased or if $27 should be changed to some other figure--perhaps, $375. You would only know that a change was needed, and you would query the contradiction.

The cost increased from $300 to $275.

Next, suppose you consulted a reliable source, such as another document or a knowledgeable person, and determined that the cost had actually decreased. You would make the appropriate change and then cross our the query.

The cost increased from $300 to $275.

Exercise 9-2 provides practice in querying a contradiction, consulting a reliable source, and resolving the query.

Exercise 9-2

For each item that has a contradiction: Use consecutive letters (A, B, C, and so on) to block and query the contradiction. Check a reliable source. Use the list provided. Use revision symbols to mark the needed change. Remember to mark any mechanical changes resulting from the revisions. Write the revised item.

The first item has been completed as an example.

Reliable Source

The drapes were shortened.
It comes in two colors.
Joe is not a manager.
The price decreased.
The sales staff increased.

1. price increased from $20 to $15

   ____

2. two managers: Abe, Joe, and Sue

   ____

3. lengthened the office drapes from 84 to 81 inches

   ____

4. It comes in three colors: red and blue

   ____

5. The sales staff decreased from three to five

   ____

6. The speed limit decreased from 60 mph to 55 mph.

   ____

Taken from Developing Editing Skill, Camp, Sue C., Gregg Division/McGraw-Hill Book Company, page 114-115.

Attachment C.2

Use revision symbols to make the one inconsistently treated part consistent with the treatment of other parts of the item.

1. Dr. Hyatt's books--Economic History, ECONOMIC FORECASTS, and ECONOMIC TRENDS--are selling well.

2. Frank Garcia, Joe Lightfoot, and Ms. Chandra Gupta are on the program.

3. While I'm away, these are your responsibilities:
   a. Answer routine letters
   b. Schedule part-time workers
   c. Prepare the usual reports

4. Outline:

TIME MANAGEMENT

I. List the tasks that must be done today.
II. List the tasks that must be done tomorrow.
3. List the tasks that must be done this week.

5. Arrange appointments with secretarial applicants with these qualifications:
   1. Her minimum typing speed--60 words a minute
   2. Minimum shorthand speed--80 words a minute.
   3. Minimum on aptitude test--80 percent.

6.

Letters	Memorandums	Reports
5	9	2
4	8	3
2	5	4

7. Each applicant must be a college graduate with a business related major. They must have good communication skills.

8. Responsibilties include answering the phone, greeting our visitors, and type purchase orders.

9. Cheryl, Dave Rodriquez, and Janet were hired.

10. My plans are as follows:

1. Graduate from college
(2.) Get a job that encourages advancement.
(3.) Attend graduate school at night.

Taken from Developing Editing Skills, Camp, Sue C., Gregg Division/McGraw-Hill Book Company, page 118.

Attachemnt C.3

Change verbs or pronouns to make usage consistent. If the usage is consistent, write OK beside the item number. Items may have more than one inconsistency. Remember to use revision symbols to mark the changes.

____ 1. New machines was ordered by the purchasing agent.

____ 2. The accountant, the sales representative, and the client disagreed on credit terms. Both of them have an interest in the decision.

____ 3. Most stockbrokers, in my opinion, wants to make a profit.

____ 4. Dean or Glen have the camera.

____ 5. Mr. Kerns and Ms. Hill were early.

____ 6. The manager or her assistants is checking on the matter.

____ 7. Peter nominated herself for president.

____ 8. Jan and Steve apologized. They said that their actions were inappropriate.

____ 9. Cathy and Tom is being considered for the position.

____ 10. Neither Jill or Ann want their individual responsibilites changed.

Taken from Developing Editing Skills, Camp, Sue C., Gregg Division/McGraw-Hill Book Company, page 120.

Attachment C-4

Six bids (three for painting and three for carpeting) that were submitted to Harrison Realty, Inc. follow. The bids (assume that they are correct) were used as source documents for the memo on page 121. Use revision symbols to edit the memo. There is no need to block and query.

CARPET BID

My bid for the carpeting contract as specified on Carpet Bid Sheet 820 is $3,750

Signature Cecil Culp
Cecil Culp

Date April 9, 19--

Company Portland Floor Covering

Address Post Office Box 68089
Portland, OR 97266

PAINT BID

My bid for the painting contract as specified on Paint Bid Sheet 810 is $5,850

Signature
Charles B. Fuller

Date April 8, 19--

Company The Paint Center

Address Post Office Box 23842
Portland, OR 97225

CARPET BID

My bid for the carpeting contract as specified on Carpet Bid Sheet 820 is $3,300

Signature
Kathryn Kubas

Date April 8, 19--

Company Luxury Carpets, Inc.

Address Post Office Box 42887
Portland, OR 97242

PAINT BID

My bid for the painting contract as specified on Paint Bid Sheet 810 is $5,500

Signature J B Jordan
J. B. Jordan

Date April 7, 19--

Company Jordan's Paint Factory

Address Post Office Box 10999
Portland, OR 97210

CARPET BID

My bid for the carpeting contract as specified on Carpet Bid Sheet 820 is $3,650

Signature
Joseph Gaviola

Date April 7, 19--

Company Carpet Sales & Service

Address Post Office Box 13925
Portland, OR 97213

PAINT BID

My bid for the painting contract as specified on Paint Bid Sheet 810 is $5,700

Signature
Mary C. Crose

Date April 10, 19--

Company Portland Paint & Glass

Address Post Office Box 14521
Portland, OR 97214

MEMO

To:	Carmen Antonio
From:	Hannah Vannoy
Date:	April 14, 198-
Subject:	Carpet and Paint Bids

Enclosed is the bids for carpet (Bid Sheet 820) and painting, Bid Sheet 810, our ten duplex apartments. The bids are listed below:

CARPET BIDS

1.	Carpet Sales & Service	$3,650
2.	Luxury Carpets, Inc.	$3,500
3.	Portland Floor Covering	$3,750

Paint Bids

a.	Jordan's Paint Factory	$5,500
b.	Portland Paint & Glass	$5,700
c.	The Paint Center	$5,750

Luxury Carpets, Inc., had the lowest carpet bid, $3,500; and The Paint Center had the lowest paint bid, $5,500--a total of $10,000.

Please call the companies with the lowest bids. Ask it to begin within two weeks but no later than the first of April.

HV

kl
Enclosure
cc: Edward Jones and Ms. Erin Parsons

Taken from Developing Editing Skill, Camp, Sue C., Gregg Division/McGraw-Hill Book Company, page 120-121.

UNIT IDENTIFICATION: Job Application Processes

Sub-units:
- Personal Inventory
- Job Sources
- Resume
- Application Letters
- Application Blank & Employment Test
- Interview & Follow-up
- Job Termination

Accountability: Upon completion of this unit the learner will be able to identify appropriate job opportunities. The student will be able to identify in junior high and implement in senior high correct application procedures in locating and securing a job.

Unit Evaluation: Unit grade will be based on the learner's ability to:

1. Follow instructions
2. Follow correct formatting procedure
3. Proofread and correct errors
4. Observe an interview

UNIT LEARNING MATERIALS

Personal Inventory

Job Sources

Sample Resume

Sample Application Letters

Sample Application Forms and Employment Tests

UNIT RESOURCES

1. Burtness and Hulbert. EFFECTIVE BUSINESS COMMUNICATIONS. South-Western Pub. (8th Ed.) 1978.

2. Clayton, Dean. ZOORIFIC (Simulation) South-Western Pub. (2nd Ed.) 1987.

3. Lloyd, Winger, Johnson, Hall, Morrison, Rowe. GREGG TYPING--SERIES SEVEN. TYPING COMPLETE COURSE. Gregg/McGraw Hill 1982.

4. OCCUPATIONAL INVESTIGATION GUIDE. Occupational Curriculum Laboratory. East Texas State Univ Commerce, TX. (1st Ed.) 1979.

5. Pasewark & Oliverio.
CLERICAL OFFICE PROCEDURES.
South-Western Pub.
(6th Ed.) 1978.

6. Robinson, Lessenberry, Crawford,
Erickson, Beaumont.
CENTURY 21 TYPEWRITING.
South-Western Pub.
(2nd Ed.) 1977.

7. Stanat, Kirby W.
Reardon, Patrick
JOB HUNTING SECRETS
AND TACTICS.
New Century/Westwind
1978.

UNIT IDENTIFICATION	SUB-UNIT
Job Application Process	Personal Inventory

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory	
1. Discuss characteristics of employable personality traits.	
2. Locate career information.	
Developmental	
1. Prepare a self-inventory worksheet.	Complete inventory. (See Attachment A)
2. Match career interest to personality traits.	Analyze and discuss inventory results.
Culminating	
1. Assign a research report on a career that interests each individual student.	Report on a career. Identify relationship of traits and job requirements.

UNIT IDENTIFICATION	SUB-UNIT
Job Application Process	Job Sources

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory	
1. Identify various sources for employment.	Discuss
Developmental	
1. Collect want ads from area newspapers for employment positions.	Read and identify information in want ads.
2. Gather current salary ranges for different jobs.	Compare differences in income.
Culminating	
1. Assign classified ad evaluation worksheet.	Complete worksheet. (See Attachment B)

UNIT IDENTIFICATION	SUB-UNIT
Job Application Process	Resume

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory	
1. Explain the purpose of a resume.	Take Notes
2. Give examples of resumes. (See Attachment C)	
Developmental	
1. Explain formatting of resumes.	Discuss
2. Discuss pertinent information to be included in the resume.	
3. Discuss importance of resume appearance.	
Culminating	
1. Assign a rough draft resume.	Format a rough draft resume.
2. Edit learner's rough draft copy.	Type final copy of the resume.
3. Discuss the importance of updating contents of resume periodically.	

UNIT IDENTIFICATION	SUB-UNIT
Job Application Process	Application Letter

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory	
1. Discuss importance of a letter of application.	Take Notes
2. Provide examples of letters of application.	
3. Discuss importance of a letter of inquiry.	
4. Provide examples of letters of inquiry.	(See Attachment D)
Developmental	
1. Discuss formatting of letters of inquiry and letters of application.	Discuss Take Notes.
2. Explain how to address a letter of application when incomplete information is given.	
Culminating	
1. Assign rough draft composition of a letter regarding employment opportunities.	Format a rough draft letter of inquiry.
2. Edit learner's rough draft copy.	Type final copy of the letter.
3. Assign rough draft composition of a letter of application for a specific position.	Format a rough draft letter of application.
4. Edit learner's rough draft copy.	Type final copy of the letter of application.

UNIT IDENTIFICATION	SUB-UNIT
Job Application Process	Application Blank and Employment Testing

---

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory	
1. Collect and distribute sample job application blanks.	Note information necessary to complete the applications.
2. Discuss introduction of self to company when applying in person.	
Developmental	
1. Discuss neatness, completeness and conciseness in completing application blanks.	Complete a variety of application blanks.
2. Discuss various employment testing procedures.	Complete a variety of employment tests including timed writings.
Culminating	
1. Discuss testing results.	Participate in discussion.
2. Assign completion of an application blank.	Complete application blank. (See Attachment E)

UNIT IDENTIFICATION	SUB-UNIT
Job Application Process	Interview and Follow-Up Letter

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory	
1. Collect information dealing with interview skills and follow-up letters.	
2. Display examples of follow-up letters.	
3. Discuss margins, line spacing, etc. of follow-up letters	
Developmental	
1. Discuss common interview questions and appropriate answers.	Key appropriate responses for interview questions. (See Attachment F)
2. Discuss the contents of a follow-up letter.	
3. Assign a rough draft follow-up letter.	Compose and key a follow-up letter
Culminating	
1. Edit learner's rough draft copy of the interview questions.	Key a final copy of the interview questions.
2. Edit learner's rough draft copy of the follow-up letter.	Key a final copy of follow-up letter

UNIT IDENTIFICATION	SUB-UNIT
Job Application Process	Job Termination

TEACHER STRATEGIES	STUDENT ACTIVITIES
Introductory	
1. Discuss possible reasons for job termination.	Participation in class discussion.
Developmental	
1. Discuss job termination procedures.	
Culminating	
1. Assign a rough draft letter of resignation.	Format the letter of resignation.
2. Edit letter of resignation.	Key a final copy of the letter.

Attachment A

SELF-APPRAISAL

ACTIVITY: Matching Personal Characteristics to Occupations

OCCUPATIONS: After completing this activity, the student should be able to match personal characteristics with a chosen occupation.

APPROXIMATE TIME: 50-100 minutes

MATERIALS: Handouts: Survey; Which Jobs are Best for Me?; pens or pencils; Occupational Outlook Handbook

DIRECTIONS: After distributing copies of the handout, read the following instructions to the students:

> Complete all parts of the survey. Choose an occupation of interest to you and look it up in the Occupational Outlook Handbook. Compare your own abilities and characteristics with those listed for the occupation. Complete the Which Jobs are Best for Me? sheet. Keep the materials for future reference.

The Survey may be modified to make the activity more interesting. The parts of the Survey may be done on different colors of construction paper or index cards and then laminated.

If felt markers are used to write on each part, the Survey can be wiped clean and reused.

Attachment A

SELF-APPRAISAL

SURVEY

Directions: Check the best answers.

MY PERSONALITY

I believe that I am:	Yes	No		Yes	No
Well liked by most people			One who treats others so their feelings are not hurt		
Able to sell things			Bothered by fears that I won't succeed		
Able to accept criticism and benefit by it			One who does things well and promptly even if I don't like to do them		
Able to tackle tough problems and succeed					
Regard myself as shy					

MY INTERESTS

How well do I like:	Very Much	Some	Very Little	Don't Know		Very Much	Some	Very Little	Don't Know
Science					Persuading people				
Mathematics					Planning & organizing				
Music, art, and literature									
Serving people									

MY VALUES

How important to me is:	Very	Some	Little	I don't know		Very	Some	Little	I don't know
Money					Personal appearance				
Security					Maintaining personal standards or rules				
Home life									
Service to others									
Holding offices									

MY ACHIEVEMENTS

How well have I done in:	Very Well	Well	Fair	No Exp.		Very Well	Well	Fair	No Exp.
English & language					Student government				
Social studies					Name other activities				
Science					Mechanical work				
Mathematics					Office jobs				
Music, art, & literature					Selling jobs				
Sports					Manual labor				

Attachment A (cont.)

SELF-APPRAISAL

WHICH JOBS ARE BEST FOR ME?

Directions: Fill in the blanks below after completing the survey and reading about an occupation in the Occupational Outlook Handbook.

Would ______________________________ be a good field of work for me?

HOW WELL CAN I MEET THE REQUIREMENTS?

Well	Fairly Well	Poorly	I don't know
Basic abilities (you list them)			
Personality characteristics (You decide which are important)			
Necessary training			
Physical requirements			
Capital requirements			

HOW WELL WOULD THE WORK SATISFY ME?

Well	Fairly Well	Poorly	I don't know
Duties involved			
Amount of travel			
Pay and other financial benefits			
Opportunity for advancement			
Opportunity for recognition			
Opportunity for service			
Security of employment			
Working conditions			

SELF-APPRAISAL

MY APTITUDES

How good am I at:	Very Good	Good	Fair	No Exp.		Very Good	Good	Fair	No Exp.
Forming mental picture					Reading and writing				
Sizing up a situation quickly					Solving problems by reasoning				
Using figures & symbols					Speed and accuracy in assembling				
Speaking before groups					Drawing and painting				

Source: Occupational Investigation Guide, East Texas State University, Commerce, Texas. 1979.

Attachment B

NAME

PERIOD

LET'S READ THE CLASSIFIED ADVERTISEMENTS

CLASSIFIED ADS

DIRECTIONS: Locate and cut out two Help Wanted ads on jobs YOU think YOU might enjoy. Glue them on the spaces below and then key the responses to the questions. If the answer is not given in the ad, type N/A.

JOB 1- WHAT IS THE JOB TITLE?

Glue ad here

WHO IS DOING THE HIRING?

HOW MUCH WOULD YOU EARN?

WHEN WOULD YOU WORK?

WHERE IS THE JOB?

WHAT SKILLS ARE NEEDED?

JOB 2- WHAT IS THE JOB TITLE?

Glue ad here

WHO IS DOING THE HIRING?

HOW MUCH WOULD YOU EARN?

WHEN WOULD YOU WORK?

WHERE IS THE JOB?

WHAT SKILLS ARE NEEDED?

ACTIVITY:	Reading Classified Ads
OBJECTIVE:	After completing this activity, the student should be able to answer specific questions concerning at least one Help Wanted ad, such as job cluster, salary, hours, location, and skills required by the job.
APPROXIMATE TIME:	50 - 90 minutes
MATERIALS:	Handout: Let's Read the Classified Advertisements, classified sections of newspaper, glue, blunt scissors, pens
DIRECTIONS:	Each student should have a newspaper classified section or page. Each will cut out two Help Wanted ads for jobs that look interesting. These will then be glued on the worksheet and the questions answered. If the answer is not given in the advertisement, N/A will be written in the blank. The teacher should list the clusters on the chalk board. After this activity is completed, the student should hand in this activity for the teacher to check. This allows the teacher to find out how much the student knows about clusters.

Source: Occupational Investigation Guide, East Texas State University, Commerce, Texas, 1979.

Attachment C

Ⓐ

MARTINA VALDEZ

↓2

4101 Fuller Apartments
Clio, MI 48420
313-555-2714

↓3

Ⓑ → Educational Background

Clio High School; Clio, MI 48420. Graduated June 1982.

↓2

Major: Clerical/Secretarial

↓2

Grade Point Average: 3.66

↓2

Business Subjects:

↓2

Ⓒ →

- Accounting
- Typing (75 wam)
- Shorthand (120 wam)
- Business Machines
- Business English
- Business Law
- Steno/Clerical Lab

↓3

Employment History

Rathjen Moving and Storage
471 Vienna Road
Flushing, MI 48477
Telephone No.: 313-555-5420

↓2

June 1982-Present
Position: General Office Clerk
Supervisor: Joyce Jones, Secretary

↓2

Duties: Composing and typing routine correspondence; filing customer records; placing and answering telephone calls; preparing invoices (part time employment)

↓3

Ⓒ → References

A complete set of references will be furnished upon request.

RÉSUMÉ

Source: Lloyd, Winger, Johnson, Hall, Morrison, and Rowe. Typing: Complete Course. Gregg Typing - Series Seven. Gregg-McGraw Hill. 1982.

Attachment D

2110 Ellen Court
Memphis, TN 38123
May 22, 19--

Mr. Samuel Davis
A to Z Contractors, Inc.
4701 Hanna Boulevard
Memphis, TN 38123

Dear Mr. Davis:

① One of your employees, Chris Corsi, mentioned that you have a secretarial position available at A to Z Contractors, Inc. I would like to be considered as an applicant for this position.

② My typing rate of 65 words a minute and my shorthand speed of 120 words a minute will enable me to serve your company as a competent office worker. In addition, I possess a knowledge of filing procedures and have received special training on telephone usage, as you will see in the enclosed resume.

③ In addition to these specific office skills, I have also been an active participant at several regional competitions for parliamentary procedure. These activities have provided me with valuable human relations and oral presentation skills.

④ I am definitely interested in working for A to Z Contractors. I will telephone your office on June 4 to arrange for an interview with you at your convenience. If you wish to speak with me before that date, please telephone me at 901-555-1212.

Sincerely,

Janice L. Dale

Enclosure

LETTER OF APPLICATION

Source: Lloyd, Winger, Johnson, Hall, Morrison, and Rowe. Typing: Complete Course. Gregg Typing - Series Seven. Gregg-McGraw Hill. 1982.

Attachment E

APPLICATION FOR EMPLOYMENT

Date ______________________

PERSONAL DATA

Name of applicant ______________________________ Soc. Security No. _________

Permanent Address ______________________________ Phone No. _________________

TYPE OF WORK

Type of employment desired: _____ Permanent _____ Temporary

Date available for work: _________________________

EDUCATION

School	Name and Location	Dates Attended
Grade		
High		
College or Business		
Other		

EMPLOYMENT HISTORY

Dates of Employment	Company/Address	Duties

REFERENCES

Name	**Address**	**Phone**

I certify that the above statements are true and complete to the best of my knowledge. I understand that employment is contingent upon the accuracy and acceptability of the statements herein.

Date ________________________ Signature ____________________________________

Attachment F

INTERVIEW AND FOLLOW-UP UNIT
Keyboarding
Name ____________________________

Before a job interview, you will usually complete an application form for the company. The questions in an interview may vary.

Compose answers to the following interview questions.

1. What are your future plans?

2. In what school activities have you participated? Why? Which did you enjoy the most?

3. How do you spend your spare time? What are your hobbies?

4. In what type of position are you most interested?

5. What jobs have you held? How were they obtained and why did you leave?

6. What courses did you like best? Least? Why?

7. Why did you choose your particular field of work?

8. What qualifications do you have that make you feel you will be successful in your field?

9. What are your ideas on salary?

10. What are your strengths? Weaknesses?

11. What types of books have you read?

12. What kind of work interests you?

13. Have you had any serious illness or injury?

14. What job in our company would you choose if you were entirely free to do so?

15. What personal characteristics are necessary for success in your chosen field?